

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

<b>DBN: (i.e. 01M001):</b>	<b>10X205</b>
<b>School Name:</b>	<b>P.S. 205 FIORELLO LAGUARDIA</b>
<b>Principal:</b>	<b>CAROL ROSADO</b>

## Comprehensive Educational Plan (CEP) Outline

**Section 1: School Information Page**

**Section 2: School Leadership Team (SLT) Signature Page**

**Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)**

**Section 4: CEP Overview**

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

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

**Section 6: Academic Intervention Services (AIS)**

**Section 7: Title I Program Information**

**Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**

**Section 1: School Information Page**

**School Information**

School Name: Fiorello H. La Guardia School School Number (DBN): 10X205  
Grades Served: K-5  
School Address: 2475 Southern Blvd Bronx, New York 10458  
Phone Number: 718-584-6390 Fax: 718-584-7941  
School Contact Person: Carol Ann Rosado Email Address: Crosado3@schools.nyc.gov  
Principal: Carol Ann Rosado  
UFT Chapter Leader: Sandra Hernandez  
Parents' Association President: Lilybell Vargas/Noemi Reyes  
SLT Chairperson: Ludy Caba/Maribel Guillet  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Lilybell Vargas  
Student Representative(s):  
\_\_\_\_\_  
\_\_\_\_\_

**District Information**

District: 10 Superintendent: Melodie Mashel  
Superintendent's Office Address: 1 Fordham Plaza Bronx, NY 10458  
Superintendent's Email Address: MMashel@schools.nyc.gov  
Phone Number: 718-741-5852 Fax: 718-741-7098

**Borough Field Support Center (BFSC)**

BFSC: Bronx Director: Jose Ruiz  
Director's Office Address: 1 Fordham Plaza Bronx, NY 10458  
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)
Carol Ann Rosado	*Principal or Designee	
Sandra Hernandez	*UFT Chapter Leader or Designee	
Lilybell Vargas	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Lilybell Vargas	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	
Ludy Caba	Member/ Chairperson	
Jeanne Marie Rizzuto	Member/ Teacher	
Krista Figari	Member/ Teacher	
Aisha Smoak	Member/ Teacher	
Irene Ocampo	Member/ Parent	
Maribel Guillet	Member/Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Glenda Delgado	Member/Parent	
Noemi Reyes	Member/ Parent	
Rosanne Delvalle	Member/ Parent	
	Member/	
	Member/	
	Member/	

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

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

#### **Strong Schools, Strong Communities**

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

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

#### **The Framework for Great Schools and CEP Development**



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

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

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

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> 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.
<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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

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

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

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

## The Quality Review and the Framework for Great Schools

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

### NYCDOE's Quality Review (QR)

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

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

### Title I Requirements and Strengthening Title I Parent Involvement

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

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

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

#### Section 4: CEP Overview

Develop a narrative summary that includes:

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

P.S. 205 has many unique and important characteristics. The school is weaved into the fabric of the Belmont Community. This community is one of the Bronx's most dynamic, multi-ethnic, multicultural communities. All members live side-by-side in an area with a strong sense of neighborhood pride and local grassroots. There is leadership that inspires a feeling of achievement and purpose, as well as hope for the future. The school is viewed as safe, nurturing, and a literate extension of the home that promotes a collaborative environment that capitalizes on the expertise of staff, parents, and CEI-PEA partnerships. The following opportunities are provided for children of varied talents and abilities to achieve excellence through:

- o The Arts (YANY Residencies)
- o Technology
- o Literary publications (The Newline and The P.S. 205 School Yearbook)
- o Enrichment (Various academic /social/physical activities)
- o Student Government (P.S. 205's Student Council)
- o Kiwanis Club (K-Kids)
- o National Elementary Honor Society
- o Educational Programs (Bronx Zoo Partnership)
- o City Squash
- o The Green Team (Promotes Recycling, Reducing, and Reusing at P.S. 205)
- o Chess in the Schools Program
- o National Geographic Sister School Program
- o Fordham University Visit

P.S. 205 has many strengths and accomplishments. A collaborative climate supports our school in a very unique way. This positive environment leads to sharing and skillful planning among all teachers. Teacher teams consist of ICT teams (Special Ed. and General Ed. teachers), Collegial Teams (AIS/EGR providers and classroom teachers), Instructional Leads for Core Curriculum in ELA and Math, RTI Team, PBIS Team, SIT Team, and Grade Level Teams. Creative structuring of teacher teams assures quality planning, precise articulation, and diligent reviewing of data and student work to formulate next steps. Pedagogical teams enable teachers to consistently evaluate their effectiveness and drive instruction. Administrators, coaches, and teacher teams guarantee continuous accountability for effective instruction and student achievement. P.S. 205 has a stability with our teachers and do not have a high turnover rate.

In addition to our unique collaboration of teacher teams, we have programs that enrich our content areas of study. To help support our Social Studies and Science curriculum, we provide trips into our local community. We visit the Belmont Library, local merchants and markets, Bronx Zoo, Fordham University and the local Fire House. In addition, students have the opportunity to go on field trips outside the community. They visit museums and cultural institutions throughout New York City. To further extend our curriculum, students participate in Social Studies and Science Fairs that reflect the grade level curriculum. The Social Studies and Science Fairs include hands on learning opportunities for all students. The rich learning environment experienced by students, parents, and staff members at P.S. 205 fosters academic excellence for every child, thus, exemplifying our school motto, "Learning in a Special Way."

P.S. 205 faces challenges that affect our learning environment. A considerable challenge is the lack of space and the physical structure of the two school buildings which are a block apart. Each building does not have a gym or an auditorium. The "A" building lunchroom is used for group events. Additionally, the physical open plant of the "B" building (no walls) limits activity. Another challenge is overcrowding and our student population is steadily increasing. We are historically overcrowded in Kindergarten and students had to be relocated to another school. An additional challenge is that the mobility rate of students has increased. The continuous student mobility interrupts their education. We have noticed a rise in students in temporary housing and families subletting rooms.

The 2013-2014 School Quality Snapshot reflected that 29% of the students met the State standards on the Math State Test, surpassing the district average of 26%. The Lowest Performing Students showed improvement on the ELA State Test and Math State test. The 2013-2014 NYC School Survey Report indicated that P.S. 205 scored above the Citywide Satisfaction Average for all elementary schools in the categories of Instructional Core, Systems for Improvement and School Culture. The key areas of focus for this year are: creating and implementing rubric-based assessments to increase student performance and providing opportunities for collaborative professional learning.

The 20014-2015 Quality Review feedback identified “writing” and the implementation of the writing process as well as the use of rubrics and checklists for student self-assessing and checking for understanding as an area of focus.

## 10X205 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	1038	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	92.1%	% Attendance Rate		92.1%
% Free Lunch	83.5%	% Reduced Lunch		0.6%
% Limited English Proficient	21.1%	% Students with Disabilities		19.7%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		15.9%
% Hispanic or Latino	79.0%	% Asian or Native Hawaiian/Pacific Islander		0.8%
% White	4.3%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	4.08	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		3.1%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		7.64
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	16.2%	Mathematics Performance at levels 3 & 4		29.1%
Science Performance at levels 3 & 4 (4th Grade)	84.4%	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				
<b>Accountability Status – Elementary and Middle Schools</b>				
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		YES
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			
<b>Accountability Status – High Schools</b>				
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.

Comprehensive Needs Assessment:

- Preliminary 2015 State Tests
- Analysis of AMAO Data
- ELL Periodic Assessment
- Quality Review Feedback
- Formative Assessments
- Summative Assessments
- Analysis of Classroom Data

Strengths:

- LPT(Language Proficiency Team)
- Consistently meeting AMAO
- ENL and classroom teachers collaborate to promote academic achievement of ELLs in all content areas
- Teacher Team Discussions
- Informative ELL Parent Meetings

Needs to Be Addressed:

- Designing and delivering rigorous instruction appropriate for ELLs through differentiation to enhance student performance in literacy

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- Providing opportunities for all teachers to participate in professional development addressing the needs of ELLs, including new language progressions

### **Part 2 – Annual Goal**

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

By June 2016, 80% of English Language Learners (ELLs) in grades 3-5 will demonstrate improvement in their independent reading levels as measured by at least a one year’s growth on the Fountas and Pinnell running records.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> 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"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Provide teachers with Professional Development in incorporating ESL strategies in guided reading lessons.</p>	<p>Pedagogues (3-5)</p>	<p>9/2015 - 6/2016</p>	<p>Administrators, Coaches, Teachers</p>
<p>Engage all English Language Learners in completing literacy units of study that include multiple entry points.</p>	<p>ELL Students (3-5)</p>	<p>9/2015 - 6/2016</p>	<p>Administrators, Coaches, Teachers</p>
<p>Provide training to parents in English and in their home language on effective strategies to support their children’s learning in and out of school.</p>	<p>Parents (K-5)</p>	<p>9/2015 - 6/2016</p>	<p>Administrators, Parent Coord. Teachers</p>
<p>Organize after school and/or Saturday program and clubs to support ELL students.</p>	<p>ELL Students (3-5)</p>	<p>9/2015 - 6/2016</p>	<p>Administrators, Coaches, Teachers</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> 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"> <li>• Certified ESL Teachers</li> <li>• Coaches</li> <li>• Professional Resources and Materials</li> <li>• Interactive research-based programs</li> <li>• Outside consultants</li> <li>• Per session Funding</li> </ul>											
<p><b>Part 4b.</b> 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	Title II, Part A	X	Title III, Part A		Title III, Immigrant	
	C4E		21 <sup>st</sup> Century Grant	SIG/SIF		PTA Funded		In Kind		Other	

**Part 5 – Progress Monitoring**

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

By February 2016, teachers will have participated in two Professional Development opportunities focusing on incorporating ESL strategies in literacy.

By February 2016, teachers will have administered a running record every 6-8 weeks to track student progress.

**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.

#### Comprehensive Needs Assessment:

- Detention data was analyzed and the lunchroom was identified as an area of concern - 22 out of 47 detention incidents occurred in the cafeteria.
- OORS data was analyzed and the classrooms were identified as an area of concern - 33 out of 48 incidents occurred in the classrooms.
- Teacher observations/feedback.

#### Strengths:

- SOHO data was analyzed and there were only 7 principal’s suspensions this year versus 32 the previous year.
- Administrative support in the areas of behavior and discipline.
- Schoolwide discipline code as well as Citywide Behavioral Expectations.
- PBIS program.

#### Needs to Be Addressed:

- Tier 1 behavior/de-escalation strategies for everyday use in the classroom.
- Physical movement/recess time for students during the lunch periods and/or throughout the day in the classroom.

### **Part 2 – Annual Goal**

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

By June 2016, detention and OORS reports will be decreased by 25% through the use of de-escalation and behavior management strategies.

### **Part 3 – Action Plan**

<b>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:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
The school counselors will visit classrooms and collaborate with teachers to reinforce positive social skills and behaviors and implement modifications where necessary.	K-5	9/2015 - 6/2016	Administrators,  Classroom Teachers, School Counselors
De-escalation team will be trained and called upon when the need arises. De-escalation techniques will be shared with staff and parents to be incorporated into daily behavior modification plans.	K-5  Parents	9/2015 - 6/2016	Administrators, School Counselors, De-escalation Team, Classroom Teachers
Physical movement/recess schedules will be integrated into lunch periods and/or the flow of the day.	K-5	9/2015 - 6/2016	Administrators, Classroom Teachers, Physical Education Teacher, Cafeteria Supervisors and Aides
Professional Development will be provided to all teachers on behavior management. New teacher orientation about behavior management strategies and classroom routines/procedures will be given in September.	K-5	9/2015 - 6/2016	Administrators, School Counselors

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Administrators, classroom teachers, school counselors, physical education teacher, AIS providers, de-escalation team, PBIS team, cafeteria supervisors and aides;  Schoolyard space, recess/physical movement plans and schedules, de-escalation professional development, behavior management strategies and supports.											
<b>Part 4b.</b> 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		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

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

By February 2016, detention and OORS data will be analyzed and will have decreased.

By February 2016, staff will be trained in de-escalation techniques/strategies and implement them in their daily interaction with students.

By February 2016, physical movement/recess schedules will be created and implemented.

**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.

Comprehensive Needs Assessment:

- Quality Review Feedback
- Observations Feedback
- Formative Assessments
- Summative Assessments
- Analysis of Classroom Data

Strengths:

- Santa Cruz Protocol
- Revision of Curriculum Maps
- Refinement of Writing Calendars
- Teacher Team Discussions

Needs to Be Addressed:

- Alignment of New Writing Rubrics, Checklists, and Criteria Charts
- Consistency in the Analysis of Student Work through the PD Plan
- Additional Teacher Team Meetings to Collaborate

### **Part 2 – Annual Goal**

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

By June 2016, 100% of K-5 grade level teams will collaboratively analyze student work in literacy/math as measured by genre specific rubrics.

**Part 3 – Action Plan**

<b>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:</b> <ul style="list-style-type: none"> <li>● Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>● 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).</li> <li>● Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
Grade Level Teacher teams will meet to redesign rubrics, checklists, and criteria charts for P.S. 205’s Reading/Writing/Math Curriculum Maps.	Teachers	Sept. 2015- June 2016	Administrators, Coaches, and Teachers
Professional Development Plan will include the analysis of student work in Literacy/Math enabling teachers to refine units of study.	Teachers	Sept. 2015- June 2016	Administrators, Coaches, and Teachers
Teacher teams will follow the Santa Cruz protocol for analyzing student work to identify students’ strengths, weaknesses, and next steps.	Teachers	Sept. 2015- June 2016	Administrators, Coaches, and Teachers
Teachers will provide specific feedback that is aligned to the rubrics.	Teachers	Sept. 2015- June 2016	Administrators, Coaches, and Teachers

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> 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"> <li>● Coaches</li> <li>● AIS Providers</li> <li>● Literacy/Math Resource Room Materials</li> <li>● ReadyGen Program</li> <li>● ReadyGen Support Systems</li> <li>Go Math Program</li> <li>● Per Session Funding</li> <li>● Funding for Additional Resources</li> <li>● Professional Books</li> <li>● Research-Based articles</li> <li>● Schedule Changes</li> <li>● Revised PD Plan</li> </ul>											
<b>Part 4b.</b> 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		Title III, Immigrant

	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other
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**Part 5 – Progress Monitoring**

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

By February 2016, teachers will have analyzed 1 writing piece and 1 math piece aligned to the CCLS. (Sept. 2015 - Feb. 2016)

By February 2016, teachers will have reviewed/ refined 2 units of study as a result of the analysis of student work. (Sept. 2015 - Feb. 2016)

**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.

Comprehensive Needs Assessment:

- Teacher evaluations using Charlotte Danielson’s Framework
- School Level MOTP Summary Report
- Professional Development Surveys/Teacher surveys
- Professional Development Plan
- Professional Development Feedback
- 

Strengths:

- Professional Development Committee
- Coaches
- Teacher Leaders

Needs to Be Addressed:

- Connect teacher observation feedback and next steps to professional development
- Build teacher capacity in Domain 3, Component 3c

### **Part 2 – Annual Goal**

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

By June 2016, school leaders will create and implement a professional development plan that builds teachers’ capacity in component 3C: Engaging Students in Learning, resulting in a 10% increase from effective to highly effective as evidenced in Advance.

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>The Professional Development Committee will create a professional development plan for the year that infuses topics that will increase student engagement (differentiated instruction, student choice, discussion techniques, questioning in math, shared inquiry, Literature Circles.)</p>	<p>Teachers</p>	<p>September 2015-June 2016</p>	<p>Professional Development Committee, Administrators, Coaches, Teachers</p>
<p>School Leaders will utilize the Danielson Framework to conduct observations, provide teachers with feedback and next steps and offer teachers individualized learning opportunities (modeling, inter-visitations, grade conferences, Lab Site and outside PD).</p>	<p>Teachers</p>	<p>September 2015-June 2016</p>	<p>Principal and Assistant Principal</p>
<p>Students will complete a Learning Style Survey with their parents so teachers can design learning experiences that fit their learning styles, interests and needs.</p>	<p>Students, Teachers</p>	<p>September 2015-2016</p>	<p>Teachers, Administrators</p>
<p>Teachers will create one goal focusing on 1E Designing Coherent Instruction and one goal focusing on 3C: Engaging Students in Learning. Supervisors will meet with each teacher in a 1:1 conference to discuss goals and methods for achieving these goals.</p>	<p>Teachers</p>	<p>September 2015-2016</p>	<p>Teachers, Administrators</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>Funding for Coaches</p> <p>Professional books/research based books</p> <p>Funding for outside consultants</p> <p>Per session funding</p>										
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
<p>X</p>	<p><b>Tax Levy</b></p>	<p>X</p>	<p><b>Title I SWP</b></p>		<p><b>Title I TA</b></p>		<p><b>Title II, Part A</b></p>		<p><b>Title III, Part A</b></p>	<p><b>Title III, Immigrant</b></p>

	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other
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**Part 5 – Progress Monitoring**

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

By February 2016, teachers will have participated in at least two professional development opportunities addressing components 1E: Designing Coherent Instruction and 3C: Engaging Students in Learning. (September 2015-February 2016)

By February 2016, teachers will have made a 5% increase in 1E: Designing Coherent Instruction and 3C: Engaging Students in Learning as measured by Advances’ Measure of Teacher Practice (MOTP)

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

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

**Section 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.

Comprehensive Needs Assessment:

- Parent Survey Results
- NYC School Surveys
- PA Meetings
- SLT Meetings
- The Community That Lasts

Strengths:

- Parent Coordinator
- Parents Association
- Parent Workshops
- School Messenger
- Parent Engagement (Tuesday afternoon)
- Parent Orientation (Sept.)
- Parent/Teacher Conferences (Nov., March, and May)
- Library “Open Access” (am)

Needs to Be Addressed:

- Provide more “Family Night” opportunities for parents and children
- Increase number of workshops given by Parent Coordinator/Staff
- Allow additional time on Tuesday afternoon for Library “Open Access”

Provide support for parents and students on Tuesday afternoon for “Homework Help”

### Part 2 – Annual Goal

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

By June 2016, our collaborative partnership with families will be strengthened as measured by 65% parent-child participation in school- based events.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> 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"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Teachers will create/update class websites that include activities that parents can do at home with their children.</p>	<p>Parents, Guardians, Students</p>	<p>Sept. 2015- June 2016</p>	<p>Administrators, Teachers, Parent Coordinator</p>
<p>Opportunities will be provided for parents to attend various school events and Family Evenings that promote parental involvement and foster positive relationships with students and staff (Read to Me, Writing Celebrations, Poem in Your Pocket Day, Art Residencies, Parent Help Menu, Fitness Fun Afternoon)</p>	<p>Parents, Guardians</p>	<p>Sept. 2015- June 2016</p>	<p>Administrators, Parent Coordinator</p>
<p>Provide opportunities for parents and students to attend Family Workshops that will provide parents with instructional tools to support their students.</p>	<p>Parents, Guardians, Students</p>	<p>Sept. 2015- June 2016</p>	<p>Administrators, School Librarian, Parent Coordinator</p>
<p>Offer “Homework Help” assistance for parents and their children during the Tuesday Parent Engagement period.</p>	<p>Parents, Guardians, Students</p>	<p>Sept. 2015- June 2016</p>	<p>Administrators, Teachers, Parent Coordinator</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Parent Coordinator</p> <p>Young Audiences/NY</p> <p>Monthly Calendar/Newsletter</p> <p>Funding for Materials</p> <p>School Librarian and Library Access</p> <p>Teachers</p>
<p><b>Part 4b.</b> 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		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

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

By February 2016, attendance sheets and agendas from “parent/child opportunities” will be reviewed to ensure 35% parent/child participation in school-based activities.

**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><b>English Language Arts (ELA)</b></p>	<ul style="list-style-type: none"> <li>● NYS test results</li> <li>● DRA assessment</li> <li>● Running Records</li> <li>● ELA Baseline, Midline</li> <li>● Observations</li> </ul> <p>Teachers will use the above assessment results and observations to determine students who will receive AIS services.</p>	<p><b>MyOn</b> : Is an integrated, research-based computerized reading program that provides individualized, targeted reading practice to improve reading skills. Its embedded assessments track student’s growth. It also provides scaffolds through professionally recorded audio, 1:1 text level highlighting and an embedded dictionary to aid in reading stamina, volume of reading and oral reading fluency.</p> <p><b>Reading Reform:</b> A research based multisensory approach to teach reading, handwriting and spelling. Specific techniques are learned for teaching sound-symbol relationships, syllable division and spelling rules.</p> <p><b>Reading A to Z:</b> Leveled reading, phonemic awareness,</p>	<p>Conducted in small groups of ELLs in Grades 3-5; 2x a week for 90 minutes</p>	<p>The service is provided after school.</p>

		<p>reading comprehension, fluency, alphabet recognition, vocabulary materials and lessons are used.</p> <p><b>Imagine Learning English</b> : An interactive program used to support the literacy development of targeted ELL students. It integrates technology and differentiates literacy instruction.</p> <p><b>Good Habits/Great Readers:</b> Focuses on specific reading comprehension and phonic skills through guided reading.</p> <p><b>Fundations:</b> This research based comprehensive multi-sensory program designed for students who struggle with decoding and spelling.</p> <p><b>Strategies:</b></p> <p>Close Reading</p> <p>Text Connections</p> <p>Shared Inquiry</p> <p>Questioning</p> <p>Making Predictions</p> <p>Visualizing</p> <p>Inferring</p>		
<b>Mathematics</b>	● NYS Test	<b>Go Math! Program:</b> This is a program to help students achieve fluency, speed and	Conducted in small groups. A 30-minute block for grades K-5.	This service is provided during the school day.

	<ul style="list-style-type: none"> <li>● Math Baseline, Midline</li> <li>● GOMath! “Show What You Know” diagnostic assessments</li> <li>● Chapter Performance Tasks</li> <li>● GOMath! end of unit chapter tests</li> <li>● Observations</li> </ul> <p>Teachers will use the above assessment results and observations to determine students who will receive AIS services.</p>	confidence with grade-level concepts. It is aligned to the new Common Core Learning Standards and provides opportunities for ongoing assessments.		
<b>Science</b>	<ul style="list-style-type: none"> <li>● Baseline and Midline tests</li> <li>● End of the unit tests</li> <li>● Observations</li> </ul>	Integrating Science concepts through non-fiction studies.	<p>Conducted in small group lessons in grades K-5.</p> <p>3X a week for 30 minutes.</p>	This service is provided during the school day.
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>● Baseline and Midline tests</li> <li>● End of the unit tests</li> <li>● Observations</li> </ul>	Integrating Social Studies concepts through non-fiction studies.	<p>Conducted in small groups lessons in grades K-5.</p> <p>3X a week for 30 minutes.</p>	This service is provided during the school day.
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> <li>● Teacher observations (students who exhibit a need for social/emotional support)</li> <li>● Parent requests</li> <li>● STH</li> </ul>	Depending on student needs, services may include; conflict resolution, the use of strategic games, team/community building, self-esteem activities and technology use/integration.	Conducted in one-to-one and in small groups as needed.	This service is provided during the school day.

	<ul style="list-style-type: none"><li>● Low school attendance</li><li>● SIT/RTI Teams</li></ul>			
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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.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

### 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>Collaboration with colleges and Universities to recruit student teachers</p> <p>Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers.</p> <p>Mentors are assigned to support new teachers in the school.</p> <p>Coaches are assigned to support new teachers in the school and new teachers to the grade.</p> <p>Administrative staff and coaches regularly attend workshops for supporting new teachers.</p> <p>Opportunities are provided for professional development to attain required PD hours to ensure highly qualified teachers.</p> <p>If necessary pupil personnel secretary will work closely to ensure that non-HQT meet all required documentation and assessment deadlines.</p>

#### 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).
<p>Sept. 21 Protocols: De-escalating, Attendance K-1 / Reflex Math 2-3 / Management of the Writing Workshop 4-5</p> <p>Sept. 28 Protocols: De-escalating, Attendance 2-3 / Reflex Math 4-5 / Management of the Writing Workshop K-1</p> <p>Oct. 5 Protocols: De-escalating, Attendance 4-5 / Reflex Math K-1 / Management of the Writing Workshop 2-3</p> <p>Oct. 19 Behavior Management Strategies K-1 / Grade Conference 2-3 / Creating &amp; Updating Class Websites 4-5</p> <p>Oct. 26 Behavior Management Strategies 2-3 / Grade Conference 4-5 / Creating &amp; Updating Class Websites K-1</p> <p>Nov. 2 Behavior Management Strategies 4-5 / Grade Conference K-1 / Creating &amp; Updating Class Websites 2-3</p> <p>Nov. 9 Analyzing Student Work in Writing (Part 1) K-5</p> <p>Nov. 16 Analyzing Student Work in Writing (Part 2) K-5</p> <p>Nov. 23 Analyzing Student Work in Math (Part 1) K-5</p> <p>Nov. 30 Analyzing Student Work in Math (Part 2) K-5</p> <p>Dec. 7 Differentiation in Literacy &amp; Math K-1 / ESL 2-3 / Shared Inquiry &amp; ReadyGen 4-5</p>

Dec. 14 Differentiation in Literacy & Math 2-3 / ESL 4-5 / Shared Inquiry & ReadyGen K-1  
 Dec. 21 Differentiation in Literacy & Math 4-5 / ESL K-1 / Shared Inquiry & ReadyGen 2-3  
 Jan. 4 Behavior Management K-1 / Grade Conference 2-3 / ESL 4-5  
 Jan. 11 Behavior Management 2-3 / Grade Conference 4-5 / ESL K-1  
 Jan. 25 Behavior Management 4-5 / Grade Conference K-1 / ESL 2-3  
 Feb. 1 Analyzing Student Work in Writing (Part 1) K-5  
 Feb. 8 Analyzing Student Work in Writing (Part 2) K-5  
 Feb. 22 Analyzing Student Work in Math (Part 1) K-5  
 Feb. 29 Analyzing Student Work in Math (Part 2) K-5

**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.).

The following plans are used to assist preschool children from early childhood programs to the elementary school program at PS 205:

- Representatives from pre-kindergarten programs are invited to visit the Kindergarten classrooms and meet with the teachers.
- Incoming Kindergarten parents participate in a Parent Orientation. At this meeting, the parents have the opportunity to meet the classroom teachers as well as other school staff. Information is distributed regarding curriculum, Parent Association activities, a variety of parent workshops, homework, CCLS, programs, assessments, etc.

During registration, parents are given a Kindergarten preparation packet created by teachers in order to help prepare and assist the students during this transitional period.

**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.

Te Teacher teams create grade level ReadyGen reading assessments and rubrics to assess student learning towards meeting the CCLS in literacy and math.

- Teacher teams use a protocol for analyzing student work in order to surface the gaps and identify points of alignment with the CCLS and the Instructional Shifts demanded by the Common Core State Standards in literacy/math.
- Teacher teams use data to make modifications in planning, implementing instructional strategies and designing assessments. They support and monitor the goal setting process as part of ongoing work to improve student engagement and self-assessment.
- Teachers and support staff meet weekly to discuss their practice by establishing clear expectations of what effective teaching looks like and to have a shared language to discuss what is working and what needs to be improved to strengthen their assessments.
- Teacher teams meet monthly to reflect on their instruction, their student progress and their next steps to reach their goals.
- Teachers completed a PD survey indicating their topics of interest.
- Teachers are members of the PD Committee and assisted in structuring the PD plan.
- Teachers participated in selecting MOSL assessments.

Teachers are members of various teams (SIT, RTI, SLT, PBIS, MOSL, PD) that are included in the decision making process.

#### 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 codes<sup>1</sup>. 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 consolidated<sup>2</sup>. **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	926,456.00	X	5A, 5C, 5D, 5E, 6
Title II, Part A	Federal	222,188.00	X	5A, 5D
Title III, Part A	Federal	26,744.00	X	5A
Title III, Immigrant	Federal	0		

Tax Levy (FSF)	Local	5,318,658.00	X	5A,5C ,5D ,5E, 6
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**<sup>1</sup>Explanation/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.

<sup>2</sup>The **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. **[The Fiorello H. LaGuardia School]**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[The Fiorello H. LaGuardia School]** will support parents and families of Title I students by:

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school. In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> 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**

**The Fiorello H. LaGuardia School**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards 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 1<sup>st</sup> 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>205x</u>	DBN: <u>10x205</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>40</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>3</u>
# of certified ESL/Bilingual teachers: <u>3</u>
# of content area teachers: <u>      </u>

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Begin description here: \_\_\_\_\_

Fiorello Laguardia School (P.S.205) currently services 1,054 students. Twenty two percent of our school's population (232 students) has been identified as English Language Learners. Based on the NYSESLAT results and AMAO data analysis, our selected students will greatly benefit from supplemental English language development in the areas of listening, reading and writing.

The After School Title III program will provide for a student-centered learning environment with guided instruction to approximately 40 ELLs in grades 3-5. Our focus is reading comprehension and building reading stamina, as well as strengthening English writing skills. We opted for two technology driven, language and literacy based programs: myOn and Imagine Learning, in order to monitor student progress and target identified weaknesses to drive instruction. P.S.205 has embraced both programs to foster the love for reading and sharpen literacy skills.

The myOn program is currently being used as a supplemental home-based program. Unfortunately, the majority of the ELLs in our community do not own a computer or have access to the internet at home. During school hours, we are met with the challenges of time constraints, demands for rigor and the new CCLS overrunning our daily schedules, therefore the Imagine Learning program is being utilized only by our newcomers and ELLs in self-contained 2nd and 3rd grade ESL classes. We are strong advocates of this program because we have witnessed the results in language and literacy. We are also proud recipients of the 2013-2014 Imagine Nation Super School Award. Our school was nominated by our Imagine Learning area partnership manager for above and beyond enthusiasm and innovative use of the program. We would like to extend access to this program to ELLs in the ESL push-in, pull-out program as well during the Title III program we are proposing.

Utilizing myOn and Imagine Learning for Title III ensures that our ELLs gain equal opportunity to multiple literary experiences, while engaging in just right texts and working on English literacy skills. These programs will allow for optimum opportunity to make progress and gains on the NYSESLAT, which in turn will maintain our continued progress in our AMAO 1 and AMAO 2 status.

MyOn is an integrated, research-based, computerized reading product that provides individualized, targeted reading practice to improve reading skills. Its embedded assessments track student's growth, facilitating monitoring. It also provides scaffolds through professionally recorded audio, 1:1 text level highlighting and embedded dictionary to aid in reading stamina, volume of reading and oral reading fluency. Student reading is based on their interest, which is supported by a recommended reading tab, providing students access to every book.

This program will commence January 2015 through March 2015. The program will run for 11 weeks. Students will receive instruction twice a week, on Wednesdays and Thursdays for an hour and a half, from 2:45-4:15p.m. Two fully certified ESL teachers will co-plan and provide instruction. Group sizes will be maintained at 20 students per teacher. There will be two classes with a total of 40 students.

Imagine Learning English is a powerful teaching tool that integrates technology and a carefully prepared curriculum to differentiate literacy instruction. The software program has been implemented in the Bilingual and Free-standing ESL programs to closely track and monitor ELL student literacy progress. Imagine Learning also serves as excellent preparation for the NYSESLAT, since it also provides activities to build vocabulary development, listening and speaking, and phonemic awareness to support reading abilities. It adapts to each students' unique learning style and ability, allowing progress at an individually appropriate rate. The use of native language is included in the learning process on an as needed basis.

### Part B: Direct Instruction Supplemental Program Information

Imagine Learning English also tracks vocabulary, letter knowledge, oral production, and phonemic awareness skills that are assessed and tracked for individual students. Progress reports are used to create more responsive literacy and language instruction for each student.

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### Part C: Professional Development

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

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

Begin description here: \_\_\_\_\_

P.S. 205's Title III Professional Development Program will focus on:

-AMAO clinic

-Imagine Learning training

-myOn training

Certified Bilingual/ESL teachers will attend workshops. Our focus being multi-modal approaches to differentiated instruction with the use of technology in the content areas. We will use multiple modalities for language development, while providing high quality instruction to ELLs. Our goal is to empower our ELLs by exposing them to various types of genres in the literary world of interest to them.

\_\_\_\_\_

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### 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: \_

At P.S. 205 parents are provided with ample opportunities to interact with teachers and school personnel. A variety of workshops and orientations ensure that parents become knowledgeable and active participants in their children's education.

Title III will provide parents with an opportunity to attend ESL Adult classes, which will run simultaneously with the ELLs' classes and will be provided by an ESL Certified teacher. Parents will be able to develop social language skills as well as attain a better understanding of their child's academic life. Parents will be empowered by acquiring the vocabulary needed for everyday life.

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

Allocation Amount: \$ \_\_\_\_\_

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

**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 <b>10</b>	Borough <b>Bronx</b>	School Number <b>205</b>
School Name <b>Fiorello Laguardia School</b>		

### 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 <b>Carol Ann Rosado</b>	Assistant Principal <b>Ludy Caba</b>
Coach <b>Karen Abbate</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>Lourdes Diaz-Austin</b>	School Counselor <b>type here</b>
Teacher/Subject Area <b>Niurka Infante/ TESOL</b>	Parent <b>Lilybell Vargas</b>
Teacher/Subject Area <b>Jennifer Gonzalez/Bil. Span.</b>	Parent Coordinator <b>Ana Laureano</b>
Related-Service Provider <b>type here</b>	Borough Field Support Center Staff Member <b>type here</b>
Superintendent <b>type here</b>	Other (Name and Title) <b>type here</b>

### 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	<b>6</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>2</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>7</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>2</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>2</b>
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	<b>0</b>	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]	<b>3</b>	Number of special education teachers with bilingual extensions	<b>1</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>1051</b>	Total number of ELLs	<b>219</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	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 checked="" 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 <input type="checkbox"/>
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### This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
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 #
<b>Transitional Bilingual Education</b>	1	1	0	0	0	0								0
<b>Dual Language</b>	0	0	0	0	0	0								0
<b>Total</b>	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					
<b>All ELLs</b>	216	<b>Newcomers</b> (ELLs receiving service 0-3 years)	201	<b>ELL Students with Disabilities</b>	30
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	15	<b>Long-Term</b> (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	
<b>TBE</b>	50	0	0	0	0	0	0	0	0	0
<b>DL</b>		0	0	0	0	0	0	0	0	0
<b>ENL</b>	151	0	22	15	0	8	0	0	0	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 8

## 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 SPANISH	21	29												0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	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
<b>TOTAL</b>	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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): \_\_\_\_\_

Number of students who speak three or more languages: \_\_\_\_\_

Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	12	21	41	27	27	15								0
Chinese			1											0
Russian														0
Bengali														0
Urdu														0
Arabic	2	3	2	2		1								0
Haitian														0
French	1		1											0
Korean														0
Punjabi														0
Polish														0
Albanian		1		1	1									0
Other	2	1	1											0
<b>TOTAL</b>	<b>0</b>													

## 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
<b>Entering</b> (Beginning)	24	10	9	0	5	2								0
<b>Emerging</b> (Low Intermediate)	8	7	7	2	2	3								0
<b>Transitioning</b> (High Intermediate)	3	4	6	1	6	3								0
<b>Expanding</b> (Advanced)	1	35	22	28	15	8								0
<b>Commanding</b> (Proficient)	0	3	20	22	26	11								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				0	0	0								0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total		0	20	22	26	11								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	16	11	3		0
4	14	6			0
5					0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	13	2	15	1	2				0
4	11	2	9		1	2			0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	1	1	8	1	11		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.
  - ASSESSMENT TOOLS:**

Research-based tools are currently used in our school to assess early literacy skills. The NYSITELL and the LAB are administered as an entrance and placement exam, which determines the child's proficiency level in English and/or the native language (Spanish). The DRA is a formal assessment administered quarterly, while the Fountas and Pinell (running record) is an ongoing assessment, which demonstrate the child's fluency and comprehension level in reading. Unit tests, baselines, rubrics and other assessment tools in Avenues and the Imagine Learning programs are used to track students' progress in all modalities.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 

Our data reveals the following:

**Grade 1**  
 The majority of grade 1 students performed at an expanding level (59%)  
 5% performed at the commanding level  
 7% performed at the transitioning level  
 12% performed at the emerging level  
 17% performed at the entering level

**Grade 2**  
 The majority of grade 2 students performed at an expanding level (34%)  
 31% performed at the commanding level  
 14% performed at the entering level  
 11% performed at the emerging level  
 9% performed at the transitioning level

### Grade 3

The majority of grade 3 students performed at the expanding level (53%)

42% performed at the commanding level

4% performed at the entering level

2% performed at the transitioning level

### Grade 4

The majority of grade 4 students performed at the commanding level (41%)

30% performed at the expanding level

11% performed at the transitioning level

11% performed at the emerging level

7% performed at the entering level

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

Our school uses our tailored made AMAO data by disaggregating the NYSESLAT exam into the four modalities and their raw scores; facilitating functionality when analyzing. We discuss by how many points did the student miss the cut score and rationalize the reasons why as well as next steps. We address our predicted "met" number to achieve AMAO and the actual number, which has surpassed in subsequent years .

4. For each program, answer the following:

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

#### 4a.

Current literacy intervention and strategies, which include research-based technology programs, will be used to support and enhance literacy development. Imagine Learning, Soar to Success, and Avenues will continue to be incorporated considering the positive impact these programs have had on student achievement. After using a variety of intervention programs including Imagine Learning, the majority of ELLs in grades 1-4 scored at an expanding level with commanding level following on the NYSESLAT.

#### 4b.

In the beginning of October, ELL students take an ELL Periodic Assessment which drives instruction and confirms student grouping. Students are formally assessed again in March. We compare both assessments by analyzing and discussing findings in order to determine which teaching strategies worked and if needed, make modifications to target weaknesses.

#### 4c.

The data analyzed from the Periodic Assessment allows the school to:

- monitor student performance and progress
- plan and set goals for accelerating the progress of each student
- review student progress during parent-teacher conferences
- identify strength and weakness in order to drive instruction

In grades 3-5 (free-standing ENL) the home language is utilized when circumstances during teaching demand it. Building cognate awareness is an integral part for grasping complex texts. Hence, the explicit teaching in content. ELLs learn to use cognates (mainly in romance languages) as a tool to understand their second language. It also validates their home language, which in turn increases their self-esteem and confidence.

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](#).]

P.S.205 uses data to guide instruction for ELLs within the RTI framework by focusing on Tier 2 and Tier 3 students. They will be progress monitored every 3-4 weeks with an assessment that meets their individual needs. They will be assessed by the service provided at the beginning, middle and end of a 6-8 week cycle of intervention. Student progress will be revisited after each 6-8 week cycle. At this time instructional changes will be made if necessary.

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

A child's second language development will be considered in instructional decisions by differentiating tasks, scaffolding instruction, using multi-modal approaches in learning and providing opportunities ample opportunities for choices. Our content area teachers teach in such a scaffolded manner, which builds on the necessary English language skills. Individual students needs are discussed and met during teacher led discussions, grade conferences and monthly RTI meetings.

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?

Not applicable

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).  
The success of the ELL program is evaluated by consistently tracking and monitoring the effectiveness of ELL interventions and strategies. Ongoing assessments throughout the year and a variety of benchmarks; including Avenues, Imagine Learning, ELL Periodic Assessment, student portfolios and individual student goals are also used to further evaluate the success of our program.

## 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.
  - A meeting with the Parent Coordinator, A. Laureano, begins the registration process. The Parent Coordinator then informs a certified ESL teacher (all Spanish speaking), A. Austin or N. Infante for building A(grades 2-5) or E. Garrido for building B( grades k-1), that a new student is registering into the school. The certified ENL pedagogue conducts an oral interview that facilitates the completion of the Home Language Identification Survey (HLIS) as an initial screening for languages other than English spoken at home. At this time the parent is also given a one to one Parent Orientation (by a certified teacher) where the parent is informed of all available program options in the district, for ELL students. The informed parent is given a Parent Option Form to choose their child’s program placement. Subsequently, an ESL teacher administers the NYSITELL to the newly entitled student (within 10 days after the initial registration date). If the student scores “Commanding”, the parent is informed in writing, that their student is not entitled to ESL services and is placed accordingly. However, if the student scores either “Entering/Emerging” or “Transitioning/Expanding,” the new student is identified as a new ELL student, and the student’s parent is informed in writing, that their child is entitled to ENL program services and is placed accordingly. Transfer students (from other NYCDOE schools) are checked for ELL entitlement through ATS exam history for proper placement. Additionally, all other relevant academic baseline assessments are administered in order to facilitate appropriate academic programming and placement (e.g., mainstream, bilingual, or free-standing ENL). Parents are always informed of the results and students are placed according to the parent’s option.
- 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).

In order for SIFEs to be accurately identified and receive appropriate instructional services, we follow all NYSED prescribed sequential steps pursuant to CR Part 154 for Entering/Emerging students of grades 3-9, which include use of the Home Language Identification Questionnaire (HLQ), Oral Interview Questions in the native language and English, NYSITELL and the LENS(a multilingual suite of diagnostics designed to measure the home-language literacy skills and math). Schools have 30 school days from initial enrollment to make an initial SIFE determination. Determining SIFE status begins at the time of the completion of the Home Language Identification Survey when the parent is asked to indicate prior schooling. We acquire baseline information about the nature and scope of their background knowledge, numeracy and literacy skills. In order to determine the literacy and numeracy skills of SIFEs, we use diagnostic tests, in the native language and English, for mathematics, reading and writing. These tests we developed through the collaborative efforts of bilingual, ENL and mainstream teachers. The mathematics diagnostic reflects a graduated range of competencies, beginning with basic skills such as addition, subtraction, multiplication, and division. The literacy diagnostic has tiered levels of difficulty in reading and offer options for oral and written responses in both the native language and English.
- Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to *ELL Policy and Reference Guide, ELL Identification* section).

At the onset of registration of newly enrolled students, the AP and Parent Coordinator work collaboratively in researching available computer programs for incoming student’s history(osis #,assessment, IEP). If the newly enrolled student has an IEP (from within the United States) and the HLIS confirms a language other than English, the Language Proficiency Team (LPT) is activated in order to review evidence of English language development and determine NYSITELL eligibility. Our LPT consists of J. Lagares/Assistant Principal and Director of Special Education and ENL, N. Infante/TESOL, C. Skoski/Special Education Specialist, N. Diaz/Psychologist

and parent of newly enrolled. If parent requires translation in Spanish, we have ample qualified interpreters on the LPT. However, if parent requires translation in a language other than the qualified members of our school staff, we seek aid from the Translation and Interpretation Unit. If it is determined the student take the NYSITELL, it must be administered within 10 days of enrollment. This whole process has a timeline of 20 days. Reidentification could be requested within 45 days by parent, legal guardian or teacher.

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.

Briefly after administering the NYSITELL the ENL team prepares and distributes the entitlement and non-entitlement parent notification letters in the languages available/parents preferred languages to meet the 5 days grace period as per CR Part 154. The Parent Coordinator follows up with parents to ensure that all option letters are returned and that support is available to foster learning at home. For those few parents who do not return the option letter, a list of names is given to the classroom teachers for their ELLs. Classroom teachers are directed to hold the report cards during Parent Teacher Conferences, providing parents an opportunity to visit the ENL teacher in order to read and sign the Parent Option letter.

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).

At the completion of the student's initial interview and/or NYSITELL, parents will be informed if their child is entitled or non-entitled to ENL services, along with their right to appeal ELL status within 45 days. This will be presented verbally and in written form, in which the parent will sign in acknowledgement.

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.

Once students are deemed entitled, the parents are notified within five school days about their ELL status and date on which the parent orientation will take place. Parents are invited to a group Parent Orientation meeting, which is presented by our ENL certified staff and our Parent Coordinator. This workshop is held to reintroduce parents to the ENL and Bilingual programs presented to them at registration. Parents then have an opportunity to watch a video which provides intricate/explicit information about each program option. The video is followed by a discussion, which facilitates parents' understanding of the Bilingual and ENL programs; an opportunity is available to address concerns and questions. The video and handouts are available in English, Spanish and all languages relevant to our student population. Finally, the ENL staff verifies that the present parents completed the parent selection form and have received the entitlement letter to confirm proper placement for each student.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

The ENL team provides the Parent Coordinator with a list of parents who haven't returned forms. The Parent Coordinator follows up with said parents via phone to ensure that all option letters are returned. Parent program choice is monitored by data provided by parent selection forms. BESIS data indicates that parents have demonstrated a preference for the TBE program in the early grades. The option for ENL only placement has increased in the upper grades. We currently have only 5 students who are on a waiting list for TBE. They are currently in the ENL program. Our programs are always aligned with the parents' choices for program placement.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

For those few parents who do not return the option letter, the Parent Coordinator follows up with said parents via phone to ensure that all option letters are returned. If the above method proves unsuccessful, or for students who register late in the year, a list of names is distributed to the classroom teachers for their ELLs. Classroom teachers are directed to hold the report cards during Parent Teacher Conferences, providing parents an opportunity to visit the ENL teacher in order to read and sign the Parent Option letter.

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

Our school ensures that notification letters are distributed by keeping a checklist of all newly registrants in our working compliance binder.

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

Yearly compliance binders are filed in the ESL/Bilingual Office on the second floor of the main building. Old and current documentations for each individual ELL are neatly filed in sheet protectors.

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.

5. In preparation for the NYSESLAT, we first run an ATS RLAT report, in which all eligible ELLs are listed. Next, we run the RLER so that newly admitted student LAB-R'ed are not excluded. We generate a testing memo with students' names, classes, grades, and IEP modifications. Information about the NYSESLAT test and dates is made available for all teachers and staff via our school newsletter. We communicate with classroom teachers and plan for testing in selected rooms at designated times. We also communicate with administration and office staff to avoid interruptions via the intercom. We adhere to the official NYSESLAT

calendar from the office of OELL(modalities, time frame) and treat this test with the same importance as the ELA and Math state exams.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
Our school ensures that said notification letters are distributed by keeping a checklist cover sheet for all ELLs in our working compliance binder.
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).

As evidenced by our data in the ELL demographics below as well as our BESIS data, parents have demonstrated a preference for the TBE program in the early grades. The option for ENL only placement has increased in the upper grades. We currently have only 5 students who are on a waiting list for TBE. They are currently in the ENL program. Our programs are always aligned with the parents' choices for program placement.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
  - a. Freestanding ENL program.
    - 1a. Organizational Models:  
Currently, the school provides two language models: Transitional Bilingual/Early Exit Bilingual education (Cloud & Genesee et al, 2000) and Stand Alone (self-contained and push-in/pull-out), to provide the most comprehensible learning environment for the ELL students. Our TESOL teachers are dually certified.
    - b. Program Models:  
Each program model is heterogeneously grouped, addressing the five language proficiencies; Entering, Emerging, Transitioning, Expanding and Commanding.
  - b. TBE program. *If applicable.*  
Transitional Bilingual Program (Spanish/English) – Based on our students' level of English Language and Academic Proficiency, the following program requirements are provided:
    - Native Language Arts (NLA) instruction for students in Bilingual K-1 classes, according to the CR-Part 154, the minimum required minutes of study are as follows:  
NLA for Bilingual:
      - Entering/Emerging/Transtioning – 180 minutes per week
      - Expanding– 180 minutes per week
      - 60/40 (Spanish/English) model for Entering/Emerging, 50/50 Transitioning, and 25/75 for the Expanding (providing 1 unit of ELA/1 unit of ENL)
  - c. DL program. *If applicable.*
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?  
Organization of Staff:  
Programs are always aligned with the parents' choices for program placement. In the past few years, parents have demonstrated

a

preference for the Transitional Bilingual program in the early grades and ENL only in the upper grades. As a result, the option for ENL placement has increased in the upper grades.

In the primary grades, Kindergarten and First are assigned certified and fully qualified Bilingual and ENL teachers. Accordingly, the mandated number of instructional minutes provided in the TBE and Free-standing ENL models is determined by the proficiency levels( EN/EM 360 min., TR and EX 180 min. and Comm. 90 min. Explicit ENL, ELA and HLA instruction is delivered according to the CR Part 154.

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.

Students are grouped heterogeneously across the grades in our TBE, and Stand Alone ENL models. Literacy groups in grades K-5th are differentiated using DRA, Running Records, NYSESLAT proficiency levels, modality raw scores (listening, speaking, reading, writing), and the Periodic ELL Interim Assessment (grades 3-5). For each instructional unit and individual lesson, teachers target students' specific instructional needs in listening, speaking, reading and writing (by establishing Long-term and Short-term SMART goals).

Content area instruction in the TBE classes are taught in their Native Language, in accordance with CR-Part 154. The Stand Alone model adheres to each grade curriculum while using English with L1(native language) support, TPR, and multi-sensory approaches targeting different learning styles and entry points to increase comprehensible input and ensure equal opportunity for learning.

ELLs bring many resources such as L1(native language) and skills to boost L2(English language), talent and cultural practice and

perspectives, which we build upon by implementing sheltered instruction strategies:

-allotting additional time, practice and

repetition

-making instruction and expectations clear, focused and

systematic

-addressing both language and content objectives in all

lessons

-building background knowledge and scaffold

instruction

-use cognates for vocabulary instruction

-allowing opportunity for discourse and interaction; where language usage becomes a resource for communication, thinking and reasoning.

It is imperative that we immerse our ELLs in a literacy-rich environment with a variety of language experiences, using formal register and domain specific vocabulary, in which students use academic language essential for high levels of achievement in the content areas.

Academic Intervention Services (AIS) certified teachers/instructors provide support for all classes during the literacy and math blocks.

Small group instruction is differentiated according to students' demonstrated needs and their proficiency levels.

Stand Alone ENL – Based on students' level of English language and academic proficiency, the following program is implemented across the content areas:

- ENL EN/EM 360 minutes per week
- ENL TR and EX 180 minutes per week
- NLA As appropriate

Each model is instructed by a licensed ENL teacher. A Balanced Literacy Framework is implemented in the classroom. The Sheltered Instruction Observation Protocol (S.I.O.P.) is used in the Stand Alone push-in/pull-out model to structure lessons, in conjunction with the Quality Teaching for English Learners (QTELL) strategies, to support academic language.

Differentiated Instructional techniques along with Higher Order Thinking Skills (H.O.T.S.) are also incorporated across the content areas (in both language models) to make it accessible and comprehensible, while at the same time rigorous for ELLs. ENL and Bilingual teachers are encouraged to provide many hands-on activities that will provide and expose ELL students to a myriad

of learning experiences that are communicative and purposeful, increasing comprehensible output – language use and development in English.

The diverse needs of ELL-SWDs curricular, instructional and scheduling flexibility is always determined by the student's IEP. Content area instruction is delivered in each program model.

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

To ensure that ELLs are appropriately evaluated in their native languages students are exposed to simulated math and science practice tests in their native language.

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

To ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year, we use the new CCSS, Continental's New York ELLs Practice Book and their respective rubrics, as well as the Imagine Learning English software program; an interactive, individualized program which allows students to practice skills in all four modalities, repeat if necessary and assess for mastery. Imagine Learning English assesses the ELLs with a placement test and a post test yearly. In addition, we informally assess our ELL students on a daily basis in speaking and listening when discussing, sharing or working collaboratively.

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

ELL academic learning is ensured by following the New York CCSS, as well as The Teaching of Language Arts to Limited English Proficient/English Language Learners.

a. SIFE

According to the data we currently have one SIFE (Students with Interrupted Formal Education) student recently transferred from

another NYC school. We understand that SIFE students require special attention to facilitate their transition to formal schooling and help decrease the educational gap.

The following interventions are in place for SIFE students:

- Sheltered Instruction(making content accessible and meaningful)
- Review of interim assessments to track progress (i.e., benchmarks) in target areas and to differentiate instruction
- Continuous assessment of Long-term and Short-term goals to monitor progress and meeting benchmarks
- Extended day to provide reinforcement of essential skills
- Daily AIS to support literacy and content-area learning
- Native Language Arts (Spanish) support as needed
- Counseling services and/or support as needed

Supportive environment which responds to social, cultural and linguistic needs

RTI

b. NEWCOMERS

Newcomers entering P.S. 205 in the early grades have the option of selecting the Transitional Bilingual programs, which are offered in grades K-1. Newcomers entering the school in the second and third grades are offered a Self-Contained ENL class with

a licensed ENL teacher. Our Self-Contained ENL also incorporates NLA (Spanish ) in the curriculum to support language development. An F-status bilingual pedagogue provides the NLA support. ELLs entering in the third, fourth and fifth grades currently receive Freestanding ENL (Push-In and Pull-Out), which is designed to support academic learning in mainstream classes.

In addition, Academic Intervention Services (AIS) are provided by highly qualified teachers in daily small group instruction during the regular school hours.

The following interventions are offered for newcomers in grades K though 5:

- Extended day program provides targeted, small group instruction
- ENL strategies incorporated to scaffold language development across the modalities
- Our school's parent coordinator provides ongoing support for the parents as they adapt to the school and their

new

neighborhood.

- Native language support is provided by a highly qualified and certified Bilingual (Spanish) F-status teacher who Pushes-In to provide these services as needed.

c. ELL STUDENTS (4-6 years)

According to the analysis of the data we currently have thirty one ELL students with 4-6 years in our fourth and fifth grade classes.

In order to ensure that these students do not become long term ELLs and continue to make Adequate Yearly Progress (AYP), teachers and support staff collaborate to create responsive language, literacy and content-area instruction. It is essential that

content-area material be readily accessible to our ELLs to ensure their success on the ELA, mathematics, and science exams.

ENL teachers, classroom teachers, and support staff provide the following services for our fourth and fifth-graders:

- Differentiated instruction on a daily basis
- Review of interim assessments to plan individualized instruction
- Continuous assessment of Long-term and Short-term SMART goals to monitor progress and meeting benchmarks
- Extended day programs to provide tutoring and academic enrichment
- Academic Intervention Services (AIS) support

d. LONG -TERM ELLs (completed 6 years)

According to the data, we currently have no long term English Language Learners enrolled.

The following interventions are in place for Long-Term students:

- Individualized instruction on a daily basis with certified and highly qualified Bilingual and ESL teachers
- Regular review of interim assessments to track progress in targeted instructional areas through differentiated instruction based on need (i.e., running records, Periodic Assessments).
- Continuous assessment of Long-term and Short-term SMART goals to monitor progress and meeting benchmarks
- Academic Intervention Services (AIS) to support literacy and content-area learning.

Former ELLs (1 and 2 years after testing Commanding)

According to the data, we currently have 81 Commanding ELLs, in the 1-2 years after testing Commanding.

The following interventions are in place for Former ELLs:

- Testing modification(extended time and separate location)
- Continuous assessment of Long-term and Short-term SMART goals to monitor progress and meeting benchmarks
- Extended day programs to provide tutoring and academic enrichment

AIS support for Tier II and III students

90 min. of ELA as per CR Part 154

- Junior Great books- Students practice and apply critical thinking comprehension skills by using the Close Reading Process and SID's(shared inquiry discussions).

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.

The principal will consult with a qualified staff member in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been

adversely affected by the determination, the principal must provide additional support services to the student as defined in CR Part

154-2.3(j) and may reverse the determination within this same 6-to-12 month period.

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?

A research based program Imagine Learning English is used for ELL-SWDs. The specialized program provides both access to academic content areas and helps in the acceleration of English language development.

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?

Chart diverse needs of ELL-SWDs curricular, instructional and scheduling flexibility is always determined by the student's 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 <u>per week</u> (360 min.)	2 units of study <u>per week</u> (360 min.)	1 unit of study <u>per week</u> (180 min.)	1 unit of study <u>per week</u> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> other approved services*
Chart	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

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



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

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

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> 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.

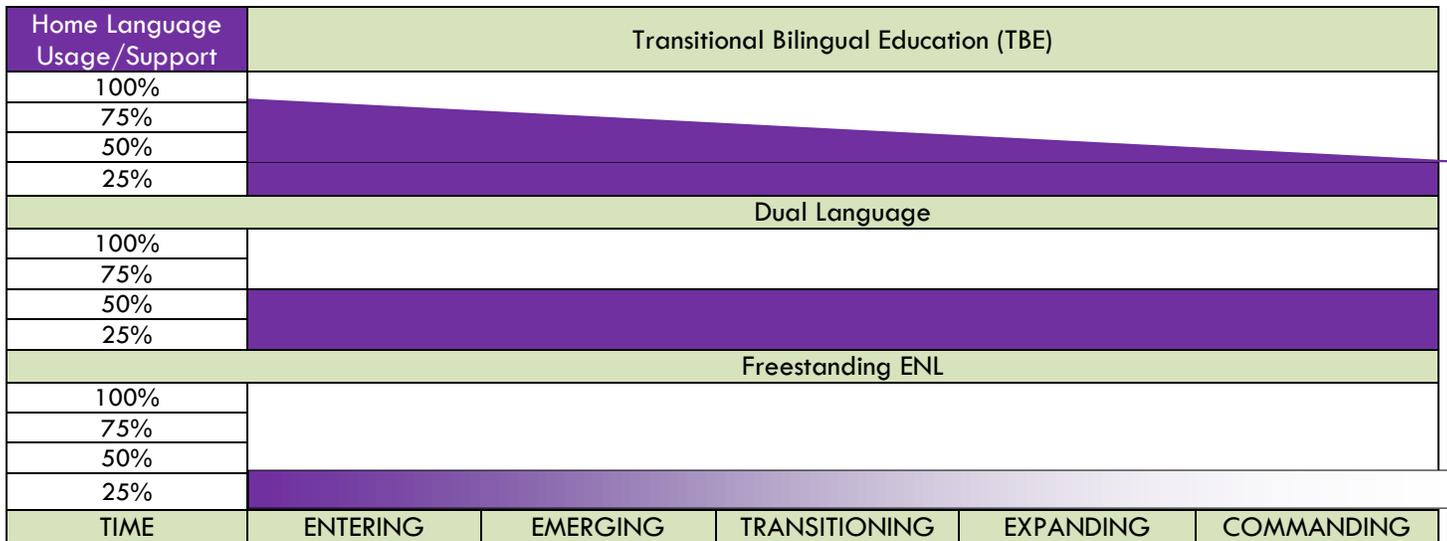


\*Note: “other approved services” does not apply to New York City at this time.

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.

### INSTRUCTIONAL PROGRAMS AND TARGETED INTERVENTIONS FOR ELLS:

- **Avenues (Appropriate for all ELL Sub-groups)**

Quality instruction is provided on a daily basis using a variety of instructional resources. The primary instructional materials for the ESL and Bilingual programs include Hampton Brown's ESL/Literacy program, Avenues (an integrated and literature based program that spans the content areas), which focuses on content and language development in English. The program also targets and supports the writing process that augments the following writing traits: focus and coherence, organization, development of ideas, voice and written conventions.

Avenues, also tracks Students' mastery of key language, literature, and content-area skills that are assessed after the completion of each unit. Progress reports are also used to plan next steps and differentiate lessons.

- **Imagine Learning (Appropriate for all ELL Sub-groups at Beginning and Intermediate Proficiency Levels)**

Interactive program currently used to support the literacy development of targeted Second through Fifth Grade ELL students. Imagine Learning English is a powerful teaching tool that integrates technology and a carefully prepared curriculum to differentiate literacy instruction. The software program has been implemented in the Bilingual and Free-standing ESL programs to closely track and monitor ELL student literacy progress. Imagine Learning also serves as excellent preparation for the NYSESLAT, since it also provides activities to build vocabulary development, listening and speaking, and phonemic awareness to support reading abilities. It adapts to each students' unique learning style and ability, allowing progress at an individually appropriate rate. The use of native language is included in the learning process on an as needed basis.

Imagine Learning English also tracks vocabulary, letter knowledge, oral production, and phonemic awareness skills that are assessed and tracked for individual students. Progress reports are used to create more responsive literacy and language instruction for each student.

- **English At Your Command (Appropriate for all ELL Sub-groups)**

Daily lessons are supplemented with English at Your Command, a language handbook that supports students in communicating, organizing and presenting ideas. It includes lessons and activities to develop students' independent practice for vocabulary, graphic organizers, handwriting, spelling, grammar, mechanics and research skills. It also supports writing frames and genres, plus revising and proofreading practice to augment communication and research. Extension projects promote the use of information technology and writing to explore topics which are relevant to content-area objectives in the classroom.

- **ReadyGen; a curriculum built to address the ELA Common Core Standards and New York City's Literacy requirements.**

- **Continental's New York ELLs (Appropriate for all ELL Sub-groups)**

On a weekly basis, students are also engaged in test prep activities and strategies designed to build English language proficiency. Continental's New York ELLs provides activities to help students develop and strengthen skills across the four modalities: listening, speaking, reading and writing, as well as prepare them for the NYSESLAT (for grades K-12) and the ELA (for grades 3-8).

- **Go Math Teacher Guide includes differentiated activities for every lesson with response to intervention Tier I, Tier II, Tier III, ELLs and for enrichment.**

-Go Math component-Strategic Intervention Response to Intervention Tier II and Tier III(online and print); helps build a solid foundation of math ideas and concepts. It's targeted for small group instruction to review prerequisite concepts and skills needed for the chapter. As is Master the Standard Mathematics for grades 3-5 available online

-Big Ideas in Math for grades 2-5.

-Ready NYCCLS (available online) for one to one instruction

- **Wilson (Appropriate for all Special Education ELL Sub-groups Intermediate and Advanced Proficiency Levels)**

A research-based comprehensive multi-sensory program designed for students who struggle with decoding and spelling to improve their automaticity in their reading abilities. Thus, this program has been identified to address the decoding and spelling deficiencies of Beginner and Low Intermediate Special Education ELL students, as well as a way to improve their overall reading automaticity and fluency.

- **Culturally Relevant Materials (Appropriate for all ELL Sub-groups)**

Books are available in students' native languages, and the ESL and Bilingual staff have a variety of reading materials focused on the students' native cultures. Classroom libraries have a variety of literacy and content-based materials. Our resource room and school library also have a wide selection of books, magazines, and periodicals to support students' literacy development in both English and Spanish. Audio books help support newcomers and struggling readers as they build fundamental literacy skills. The audio books are often incorporated into center activities and are used during extended day to reinforce targeted reading skills and provide additional practice.

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's(stand alone and self-contained) effectiveness begins with our practice of following the grade content curriculum as well as the reading and writing genres. We keep continuous, open communication with classroom teachers, in addition to attending and participating in our school's routinely scheduled grade meetings.

Our current program is also meeting the needs of our ELLs in both content and language development. Common Core State Standards are imbedded in our planning and instruction. We use all four modalities (listening, speaking, reading and writing), TESOL strategies (Teaching English to Students of other Languages) to increase comprehensible input,and Bloom's Taxonomy for rigorous questioning. We also teach students sheltered instruction learning strategies in conjunction with reading comprehension skills and strategies to enable higher reading comprehension and purposeful reading. The incorporating of Close Reading and Shared Inquiry Discussions fascilitate academic language usage and better comprehension.

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

**NEW IMPROVEMENTS/PROGRAMMING TO BE CONSIDERED FOR THE UPCOMING SCHOOL YEAR TO SUPPORT ELLS:**

- **Common Planning (Involves all Bilingual, ENL and Mainstream Classroom teachers when appropriate)**

Common planning periods are included for collaboration between the ENL and monolingual teachers during our weekly schedule. Teachers and support staff ensure that literacy and content area instruction is consistent and addresses the needs of our ELLs.

**Literacy:** ENL and Bilingual staff work with the classroom teachers to ensure that the balanced literacy model provides a bridge to English language acquisition.

The goal of the balanced literacy approach is to provide a rigorous and challenging curriculum for our ELLs and ensure appropriate grouping based on individual needs.

Push-in collaborative team teaching sessions are arranged to provide optimal literacy development via scaffolding reading and writing instruction for our ELLs during the Readers & Writers Workshop. Additionally, Bilingual/ENL teachers will collaborate with the mainstream teachers regularly in order to align ELL instruction with the Monthly Instructional Focus Calendar, as a way to ensure that students are accessing the core curriculum: All Bilingual/ENL materials will support and/or augment the core reading and writing curriculum.

- **Content Area: All staff collaborate to ensure that content area objectives are comprehensible to ELLs**

Push-in collaborative Team Teaching sessions are planned to provide more explicit support in the native language as a way to ensure students' content area lessons are not only rigorous, but accessible and comprehensible.

ENL and Bilingual staff work with classroom teachers and coaches to ensure that lessons and units are culturally sensitive and relevant to the student population.

- **Native Language Arts Push-In Support Program will enrich ELL learning across the content areas: The certified bilingual F- status teacher pushes-in to support and increase ELL comprehensibility and learning.**

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

It is important to note that programs previously used will not be discontinued; however, all resources that are currently being used have been reevaluated as a result of summative and formative data to ensure the ELL materials are all being implemented under revised approaches to maximize student academic performance (i.e., ENL teachers will continue to use Avenues, however, will align their lessons and resources to the writing component of the Monthly Instructional Focus).

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

**After-School and Supplemental Services for ELLs**

To support ELLs access to the grade-level curricula, the interactive technology program, Imagine Learning English, will be implemented to track student progress and provide customized language instruction. Fifty licenses of Imagine Learning English will be purchased to provide our ELL's in grades K-5 with differentiated literacy instruction. The program incorporates content-area

topics relevant to student learning in the classroom. Progress reports generated by the Imagine Learning English program will be sent home to bridge the gap between parents and teachers. The reports facilitate individualized homework and extension activities, while providing critical information for parents in the native language. During our extended day period, we will provide students access to the Imagine Learning technology program. This supplemental program is above and beyond the mandated units of service. Students in grades 2 are also invited to participate in the Homework Club, enabling further clarification and successful completion of homework assignments.

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.

**INSTRUCTIONAL MATERIALS USED TO SUPPORT ELLs**

Some of the instructional materials used to support and/or augment ELL student learning in ELA, Mathematics and other content areas in both English and Spanish are as follows:

- Multimedia Children's Literature - Recorded Books Grades (K-5)
- Multicultural Tales on Tape (Grades K-5)
- Bilingual Read Alouds Fiction and Non-Fiction (Grades K-5)
- Everyday Math (Grades K-2) English and Spanish
- Hampton Brown Content Area Classroom Libraries (Grades K-5)
- Houghton Mifflin's Hartcourt Estudio Sociales(Grades 3-5)
- Houghton Mifflin's Hartcourt Ciencias (Grades 3-5)
- Matematicas Paso por Paso (Grades 3-5)

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

**Transitional Bilingual Program and Freestanding ESL Program Native Language Support**

Native language support is provided to all our students through use of bilingual dictionaries, native language classroom libraries and technology enrichment such as Imagine Learning in the native language and the buddy system. Additionally, students in self-contained ENL program receive native language support in the core content areas with a certified F-Status native language teacher.

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

**Required Support Services and Resources**

ELLs receive the required support services and resources that correspond to their ages and grade levels as per CR Part 154. This includes but is not limited to books, software, classroom libraries and materials in native language of our student population.

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).

**Orientation For New Students( Including ELLs)**

At the beginning of the school year, students take part in neighborhood walks and in- house tours, in order to familiarize them with their surroundings and create a comfort zone for the incoming students. They will be presented with the opportunity to meet and greet teachers and school personnel.

19. What language electives are offered to ELLs?

**Language Electives**

Currently, we do not offer a language elective in our school. In previous years, we offered Italian and sign language as part of our Enrichment Program.

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)?

Not applicable



## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
The principal, assistant principal, consultants, literacy coach and ENL Team provide professional development activities during common planning and Chancellor's Professional Development days. The Professional development plan for 2015-2016 is designed to focus on the teaching and learning process of all students.

• NYSESLAT and ELA analysis of data to drive instruction	September	2015
• Imagine Learning English program overview	October	2015
• Marzano Building Academic Vocabulary	November	2015
• Analysis ELL Periodic Assessment data	December	2015
• Differentiated Instruction for ELLs	January	2016
• Jose P. Training	Feb-ongoing	2016
• Preparing ELLs for the ELA and NYSESLAT	March	2016
• Using ENL Strategies in the Content Areas	April	2016
• Analyzing Data from Imagine Learning	May	2016
• RTI Team	Ongoing	

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?

### Common Planning: ENL Sessions

During common planning periods, ENL direct instructors provide turnkey workshops on essential ENL strategies and interventions. Classroom teachers, AIS providers, coaches, and Assistant Principals are trained in using the latest literacy interventions for ELLs, including Imagine Learning English. In addition, ENL teachers may provide specialized workshops on requested topics.

### Collaborative Planning: ENL, Bilingual, and Monolingual

All teachers meet to discuss the content-area and literacy calendars. ENL direct instructors support Bilingual and monolingual classroom teachers in differentiating their instruction for ELLs. The curriculum calendars are more closely aligned to the ENL/ELA standards and are customized for individual student needs.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
Our guidance counselor, Jessica Sheehy works closely with students and families in order to make this process of moving on to middle school a smooth transition. She sends home flyers about Open Houses, special entrance exams, etc.. She also sends this information via the school's messenger system. The guidance counselor supports in assisting students with the middle school application process and schedules group and individualized meetings to guide students with their selections and information regarding middle school admissions and open houses. She plans group visits to zoned school, so that the students can become familiar with the new setting.

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.

### UFT, R-BERN and OELL Training for ENL, Bilingual Teachers/Coordinators and Gen Ed Teachers

A variety of workshops and seminars are offered which train service providers and coordinators in essential skills like data analysis, differentiated instruction, and program planning. Trainees are encouraged to turn-key understandings for their colleagues and administration. All interventions and strategies presented are research-based and have demonstrated a real potential to promote student achievement. We will provide professional development to all teachers and administrators that specifically addresses the needs of English language learners. A minimum of fifteen percent (15%) of the required professional development hours for all teachers prescribed by CR Part 80 must be dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. For all bilingual and English as a new language teachers, a minimum of fifty percent (50%) of the required professional development hours must be dedicated to language acquisition in alignment

with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners.

### 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 school provides additional individual, informative meetings with parents of ELLs on Tuesdays, during our 40 min weekly parent engagement time. A log is kept in the Bil./ENL office.

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.

Maintaining records including attendance and agendas will be retained in school's compliance binder.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
  1. At P.S. 205 parents are provided with ample opportunities to interact with teachers and school personnel. A variety of workshops and orientations ensure that parents can become knowledgeable and active participants in their children's education.

Parents are invited to visit their child's classroom on the first day of school, attend orientation meetings, and meet with the administration. Throughout the year, parents are invited to writing and reading celebrations, family nights, the annual plant sale, the annual book fair, open school week, classroom trips, and parent field trips and workshops. Ongoing parent orientations provide parents with essential information about their child's instructional program.

Each month, parents are invited to attend the Parent Association meetings, during which they receive updates on various school issues. Parents are also invited to participate in our numerous Young Audience Residency Programs and our Enrichment Program, in the classroom, with their children during the school day. An Adult Parenting Class is also offered to parents. Through their participation in these activities, parents are able to develop personal skills as well as attain a better understanding of their child's academic life. A school calendar and a monthly principal's newsletter ensure that parents are always informed about school activities and programs.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

A Bilingual staff provides parents with guidance on educational, social, recreational, health, and immigration issues. Our school works closely with many community agencies to provide these services for our parents and students. Some of these agencies are: Fordham Tremont Mental Health Clinic, St. Barnabas Hospital, Kingsbridge Heights Community Center, Bronx Parent Resource Center, Catholic Charities, Jewish Board of Family Institute, Montefiore Hospital, North Central Hospital, Good Shepherd Counseling Services, Puerto Rican Family Institute, Cardinal McCloskey's Family Outreach Center, Belmont Daycare, Beacon Programs, Boys and Girls Clubs, Welcome Center at P.S. 9 (Immigration Center), Affinity Health Care, Prospect Family Support Services, and SCAN NY.

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

Through parent surveys and evaluations, the school is more closely attuned to the needs, talents and concerns of our parents. Parents are able to share their comments and suggestions after each workshop, parent orientation, and parent/teachers conference. In addition, parents have the opportunity to provide their input when completing the P.S. 205 Parent Questionnaire and the DOE Annual Parent's Survey.

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

Activities which actively engage our parents and staff ensure that the school can foster a collaborative community of learners. When parents are involved in their children's academic lives, students achieve at higher levels. Through their participation in so many activities, parents are empowered personally and can develop productive relationships with teachers and staff members. For example, our adult ENL classes. Our workshops and activities not only give our parents ideas and tools to help their children with homework and study habits, but also gives them life skills.

#### **D. Additional Information**

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

**Paste response here:**

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

**2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN**

*Requirement under Chancellor's Regulations – for all schools*

**DBN: 10x205      School Name: Fiorello LaGuardia**  
**Superintendent: Melodie Mashe**

**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.learn DOE.org/tiu/lac](http://www.learn DOE.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**

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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. 205's largest population is Latino. We also have a small diverse population of Middle Easterners, Asians, Albanians, Africans and Turks. This has been confirmed by closely monitoring the Home Language Survey that is completed upon admission by the parent/guardian. This information is entered into ATS immediately. School correspondence sent to parents is translated into these languages, ensuring proper communication. Additionally, the Parent Coordinator, Ms. Laureano is bilingual(Spanish) and is always available to assist parents. She translates at all workshops, PA meetings, Parent Teacher conferences and for our monthly Parent Newsletter. Parents are always aware of school events and issues given the availability of translators on staff, and translated home-school correspondence. We also use resources such as computer translation programs as well as the Translation and Interpretation Unit.

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.

Spanish  
Arabic  
Chinese  
Vietnamese  
Albanian  
French

Twee  
Turkish

## **Part B: Creating a Communications Calendar**

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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.)

Principal's Newsletter - Throughout the year  
ELL Compliance Letters - Throughout the year  
PTC - 9/17, 10/5, 3/3, 5/12  
After-school Letters - Fall  
Trips - Throughout the year  
Family Night - 10/2

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

PTC - 9/17, 10/5, 3/3, 5/12  
Library Orientation - 9/29  
Bil. Orientation - 10/1  
Family Night - 10/2  
NYC Online Accounting Workshop - 10/7  
Safety Procedure Townhall Meeting - 10/14  
Parent Workshops - Throughout the year  
IEP, Tri-Annuals - Throughout the year  
Parental Engagement - Every Tuesday

## **Part C: Providing Language Assistance Services**

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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.

Since most of our population is Latino, we are fortunate to have many staff members who are bi-literate. Two of the Assistant Principals, the Parent Coordinator, our ENL Team and several teachers and aides speak and write in Spanish. We also have staff members bi-literate in Albanian, French and Korean. I have offered per session pay so that they can translate for the school and for parent-teacher meetings. Additionally, translators are provided at all school functions.

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.

Most oral interpretation services are provided by school staff who speak Spanish, Albanian, French, Cantonese and Korean. They are available on a need basis. There is always someone who speaks Spanish in the main office. Interpretation services are used on individual cases for languages not spoken by our staff members. We have the phone numbers for these outside contractors on file.

#### **Part D: Training Staff on Policies and Procedures**

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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.)

In-house Professional Development for accessing translation and over the phone interpretation services from the Translation and Interpretation Unit, will be provided for all staff members.

#### **Part E: Providing Notice of Language Assistance Services**

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Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

##### Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

Our school, in accordance with Regulation A663, has designated Ana Laureano, our full-time Parent Coordinator, as our Language Access Coordinator. She is committed to addressing parents' language needs, possesses strong communication skills, familiarity with the language needs of the school's parent population, and the school's budget and procurement processes. Via DOE training she is prepared to support schools in monitoring parent language needs, identifying

school staff that are qualified and available to provide interpretation assistance, allocating funding to provide language assistance, and informing parents of the availability of language assistance services.

## **Part F: Monitoring and Quality Control**

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

Through parent surveys and evaluations, the school is more closely attuned to the needs, talents and concerns of our parents. Parents are able to share their comments and suggestions after each workshop, parent orientation, and parent/teachers conference. In addition, parents have the opportunity to provide their input when completing the P.S. 205 Parent Questionnaire and the DOE Annual Parent's Survey. Activities which actively engage our parents and staff ensure that the school fosters a collaborative community of learners. Research has proven that when parents are involved in their children's academic lives, students are more successful. Through their participation in so many activities, parents are empowered and develop productive relationships with teachers and staff members. Our parent workshops, Adult ENL classes and activities not only give our parents ideas and explicit tools to help their children with homework and study habits, but also empower them with life skills.