

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

**DBN: (i.e. 01M001):**                   **12X214**

**School Name:**                         **P.S. 214**

**Principal:**                               **DAVID CINTRON**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: The Lorraine Hansberry Academy School Number (DBN): 12x214  
Pre K-8  
Grades Served: \_\_\_\_\_  
School Address: 1970 West Farms Road Bronx, NY 10460  
Phone Number: 718-589-6728 Fax: 718-328-7762  
School Contact Person: David Cintron Email Address: dcintro@schools.nyc.gov  
Principal: David Cintron  
UFT Chapter Leader: Princess Andrews  
Parents' Association President: Migdalia Moure  
SLT Chairperson: Marcia Abraham  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): N/A  
Student Representative(s): N/A

**District Information**

District: 12 Superintendent: Rafaela Espinal Pacheco  
Superintendent's Office Address: 1970 West Farms Road Bronx, NY 10460  
Superintendent's Email Address: [Respina@schools.nyc.gov](mailto:Respina@schools.nyc.gov)  
Phone Number: 718-328-2310 Fax: 718-542-7736

**Borough Field Support Center (BFSC)**

BFSC: Bronx Director: Jose Ruiz  
Director's Office Address: 1230 Zerega Avenue Bronx, NY 10462  
Director's Email Address: [jruiz2@schools.nyc.gov](mailto:jruiz2@schools.nyc.gov)

Phone Number: 718-828-7776

Fax: 718-282-6280

## 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)
David Cintron	*Principal or Designee	
Princess Andrews	*UFT Chapter Leader or Designee	
Migdalia Moure	*PA/PTA President or Designated Co-President	
Charles Glasford	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Adam Torres	CBO Representative, if applicable	
Fidelita Zohoski	Member/CSA	
Marcia Abraham	Member/Teacher /SLT Chairperson	
Sherma Harrison	Member/ Teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Frances Robinson	Member/ Teacher	
Jasmin Pujols	Member/ Parent	
Lizette Flores	Member/ Parent	
Candida DeJesus	Member/ Parent	
Kashannali Lopez	Member/ Parent	
Dorcas Albelo	Member/ Parent	
Barbara Jones	Member/ Parent	
	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.

The Lorraine Hansberry Academy P.S./M.S 214, is a Pre –K to Grade 8 school with 1028 students located in the West Farms section of the Bronx. The school is organized into three teams focused on the developmental stages of learning, which comprise of the Early Childhood Program, Elementary, and Middle School.

The school population comprises 24% Black, 70% Hispanic, 2% White, and 2% Asian students. The student body includes 12% English language learners and 19% special education students. Boys account for 52% of the students enrolled and girls account for 48%. The average attendance rate for the school year 2013-2014 was 91.0%.

Our mission is based on a deep commitment to provide rigorous learning opportunities so that all students can achieve at high levels. Through a community-wide social-emotional approach we offer a comprehensive instructional program that equips students with the knowledge and skills to enter high school focused on college and career readiness.

At P.S.214 we help students to succeed by offering a challenging curriculum based on student interests and a distinctive school culture based on high expectations. Students are empowered and their character development is fostered through a solid Advisory program, peer mediation program, active student action committee, and rich service learning opportunities. The community of staff, students, and parent-teacher association work hard to ensure that parents are included in the process of achieving success.

Some of our featured programs are the following:

- PAZ – (Peace in Spanish) an expanded time program by Morningside Center for Teaching Social Responsibility
- Gifted and Talented classes from Grade 1 to 8
- 4Rs- a Literacy based curriculum focused on creating a caring environment
- PBIS – an incentive system to develop responsible and caring students
- Accelerated courses for high school credits
- Video Yearbook
- After school interest clubs
- Dance Club
- Art Club

- Band

- High Pi Society Mathematics

Some of the partnerships we have in our school:

- Morningside Center for Teaching Social Responsibility
- Inside Broadway
- Food Bank for New York City- Cook Shop Classroom
- TASC-(The After School Corporation)
- Barnes and Nobles Book Store
- NYI Parents Corps Center for Early Childhood Health and Development
- New York City Parks Green Thumb

The strength of our school is grounded on our teacher teams and Professional Learning Communities, which continue to learn and grow with the student achievement in the center of all the initiatives and endeavor. Our cohorts of teachers meet during Professional time to engage in discussions in areas informed by instructional shifts and Danielson Framework of Teaching. Teacher teams in Pre K-5 meet a minimum of two times a week and 6-8 grade meet every day with several teams meeting unofficially during prep/lunch periods and after school.

Common planning time, built into each teacher's schedule affords teams an opportunity to:

- Create pacing calendars
- Analyze the curriculum to make instructional adjustments
- Plan lessons
- Develop knowledge of content and resources
- Analyze data for the purpose of differentiation and tiering lessons
- Share best practices for instruction

During the Evaluating Student Learning (EvSL) inquiry cycle teams are engaged in the following processes:

- Develop inquiry focus, examine the Standards, create task to administer
- Analyze task based on student work and define gaps across the grade

- Engage external resources/research
- Take action: develop, implement, and analyze focused lesson(s)
- Monitor student progress
- Analyze data (Protocol for Looking at Individual Student Work), and determine next steps

The NYC DOE K-8 School Quality Snapshot indicates that 15% of our students met state standards on the State English test; the average score at this school was 2.3 out of 4.5. However, our school was higher than the district average which was 11%. 24% of students met state standards on the State Math test; the average score was 2.4 out of 4.5. Our students achieved higher than the district average of 14%. 82% of our school's former 8 th grades earn enough high school credit in 9 th grade to be on track for high school graduation.

P.S. 214 was 1 out of 10 schools chosen to be part of the Chancellor's initiative to improve other city schools through the Learning Partners Program. Our school was a host school to a K-8 school in Queens and an elementary school in the Bronx for the school year 2014-2015.

P.S. 214 is once again accepted to the Learning Partners Plus for the school year 2015-2016. The school will be a host school and will make the scope of the partnership larger to about 6 to 8 schools. In addition, our school was accepted to the Middle School Quality Initiative (MSQI) ,which supports schools in developing literacy in young adolescents, ultimately preparing them for success in high school and college.

## 12X214 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05,06,07,08	Total Enrollment	1043	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	6	# SETSS	N/A	# Integrated Collaborative Teaching
				6
Types and Number of Special Classes (2014-15)				
# Visual Arts	6	# Music	6	# Drama
# Foreign Language	12	# Dance	6	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population	88.2%	% Attendance Rate		91.1%
% Free Lunch	88.9%	% Reduced Lunch		5.2%
% Limited English Proficient	12.4%	% Students with Disabilities		18.2%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	2.0%	% Black or African American		24.3%
% Hispanic or Latino	69.8%	% Asian or Native Hawaiian/Pacific Islander		1.9%
% White	1.8%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	6.18	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		4
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		4.1%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.8%	Average Teacher Absences (2013-14)		9.68
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	15.0%	Mathematics Performance at levels 3 & 4		24.2%
Science Performance at levels 3 & 4 (4th Grade)	50.7%	Science Performance at levels 3 & 4 (8th Grade)		41.5%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		96.9%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	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	NO	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		YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

### Part 1 – Needs Assessment

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

Overall teacher rating for the year 2014-2015 based on Domain 3; Instruction3d- Using assessment in instruction

Cycle 1 (November 2014) 53% of teachers were rated Effective or higher

Cycle 2 (February 2015) 61% of teachers were rated Effective or higher

Cycle 3 (May 2015) 54% of teachers were rated Effective or higher

In Spring, the average Fountas and Pinnell Reading level for K-2 grades was H.

Based on the cycle of inter visitations and summative and culminating activities we found out that feedback given by teachers were not substantive and timely to guide students to their next steps. In this action plan, teachers will be encouraged to implement specific strategies to improve in the area of using assessment in instruction.

The above findings have informed our development of the vision, goal and action plan below for the Rigorous Instruction element of the Framework for Great Schools.

### 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, overall student proficiency on the New York State tests in ELA and Math will increase by 10% over 2014 - 2015 school year. English Language Learners proficiency rate will increase by 15% in ELA and Math moving from level 1 to level 2.

### 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>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></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>Allow students to self-assess and assess each other through the following strategies:</p> <ul style="list-style-type: none"> <li>• Think Pair Share</li> <li>• Color cube</li> <li>• Whole group discussions – differentiated questions according to (Depth of Knowledge) DOK levels</li> <li>• Two Cents- opportunities for all students to participate</li> <li>• Peer editing</li> <li>• Check In at the Door</li> <li>• Self-directed student questioning</li> <li>• Use of content areas rubrics during writing activities and discussions</li> <li>• Pre-K teachers will undergo training on instructional shifts through NYCDOE Explore</li> </ul>	<p>All students-including (English Language Learners) ELLs, students with disabilities, and other high need student subgroups</p>	<p>Sept. 2015 – June 2016</p>	<p>Every school personnel including teachers, service providers, and administration is responsible for implementing and overseeing the activities/strategies.</p>

Middle school quality initiative (MSQI)			
Provide accountable talk protocols and utilize the Socratic seminar approach (i.e. fishbowl, debate, etc.) to allow students to initiate class discussions with minimal teacher support/direction.	All students-including ELLs, students with disabilities, and other high need student subgroups	Sept. 2015 – June 2016	Teachers, supervisors
Bi-monthly parent-conferences- Teachers will schedule to meet with 3 parents each week to provide all parents access to relevant information about their children’s performance and progress.	Parents	Sept. 2015 – June 2016	Bi-monthly parent-conferences- Teachers will schedule to meet with 3 parents each week
The following extended-day programs will be offered to students:  <ul style="list-style-type: none"> <li>• Saturday Literacy/Math Academy (Grades 3-8)</li> <li>• ELL After-school/Saturday Literacy/Arts Program (Grades 3-8)</li> <li>• Regents Preparation (Grade 8)</li> </ul> Bimonthly “Fun with Books” clubs during afterschool hours (PreK-2)	Grade 2 assessments, Bottom 1/3 “pushables”  Students scoring in the bottom third on ELA and Math State Assessments  Students scoring at the beginner/intermediate level on the NYSESLAT	Sept. 2015 – June 2016	Teachers and administrators

**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.											
All classroom teachers, model teachers, ESL teachers, service providers, administration, Parent-Teacher Association and Parent Coordinator											
<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		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**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<ul style="list-style-type: none"> <li>• By the end of Cycle #2 – 56% of teachers will be rated effective in Advance on 3d</li> <li>• By the end of Cycle #4 – 58% of teachers will be rated effective in Advance on 3d</li> </ul>

- By the end of Cycle #6 – 60% of teachers will be rated effective in Advance on 3d
- Student Measures K-2:  
by winter F&P average will increase by 2 levels from September 2014.  
by spring F&P average will increase by 5 levels from September 2014;
- Student Measures 3-8:  
by March 2016, there will be a 15% increase from Rally #1 to Rally #2 in both ELA and Math.  
by June 2016, there will be a 5% increase on NYS ELA and 4% on NYS Math.
- By the end of Cycle #2 – 37% of teachers will be rated effective in Advance on 3b, 44% in 3c
- By the end of Cycle #4 – 41% of teachers will be rated effective in Advance on 3b, 48% in 3c
- By the end of Cycle #6 – 34-45% of teachers will be rated effective in Advance on 3b, 41-50% in 3c
- Using homework data as a checklist to assess student learning
- Peer checklist and conferencing notes (teacher/student, student/student)
- Exit tickets and/or student reflections
- Videotaped Pre and Post Socratic seminars/debate
- Explicit demonstration of effective student discussions
- Teacher observations will show evidence that majority of students are engaging in challenging discussions
- Students and teacher use rubrics to assess student responses

**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.

#### School’s strengths:

- The Learning Environment Survey suggest that 88% of teachers had positive responses in reference to the rigorous instruction, providing a supportive environment, teacher collaboration, effective leadership, strong family ties and trust. Student data reflected an 80% satisfaction rate to the Learning Environment Survey.
- School’s Quality Review Result on December 2014

#### Quality Indicator 2.2 Assessment

Findings -Across grades and departments, teachers create and use common assessments that offer a comprehensive overview of student progress, providing information to make curricular and instructional adjustments and give actionable and meaningful feedback to students.

Impact: Across classrooms, curricular supports allow students to produce meaningful work products, yet there are missed opportunities to provide students strategic venues to extend their thinking and demonstrate initiative so that all learners can take ownership of their work.

#### Quality Indicator 1.1 Curriculum

Findings- All curricula are standards-aligned with an emphasis on the instructional shifts and higher-order skills in a coherent way across grades and subject areas.

Impact- All students, including ELLs, and students with disabilities, are consistently exposed to higher- level tasks and are provided supports to access those tasks leading to college and career readiness.

#### School was rated proficient on the Quality Indicator 1.2 Pedagogy

Findings- Across the school, teaching strategies allow all students to be engaged in challenging tasks. However, opportunities to embed strategic supports that allow greater student initiative and extended discussions within student groups vary across classrooms.

Impact- Across classrooms, curricular supports allow students to produce meaningful work products, yet there are missed opportunities to provide students strategic venues to extend their thinking and demonstrate initiative so that all learners can take ownership of their work.

- The average school attendance for school years 2014 – 2015 was 92.19 %, which was a slight increase from 91.28% of school years 2013 – 2014. The goal for the school year is 95% or higher.
- In the On line Occurrence Reporting System
- Suspension rate – There were five (5) principal and 2 superintendent suspensions during the 2014-2015 school years. The goal for the school year 2015 – 2016 is to decrease the suspension rate by 50%.

The above findings have informed our development of the vision, goal and action plan below for the Supportive Environment element of the Framework for Great Schools.

**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 2016, P.S. 214 will enhance student social-emotional learning (SEL) through increased staff modeling of the skills learned in SEL programs throughout the school day which will result in 50% decrease in level 4 and 5 infractions as reported on the Online Occurrence Reporting System.

**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 Safety Team will meet routinely to analyze incidents entered into OORS. The team will examine the root causes of occurrences, time, location, persons involved, and consequences in order to design systems to reduce behavioral incidents.	Students	Sept. 2015 – June 2016	Safety Team, Deans, Youth Development Specialist

The school will utilize data such as number of better bucks students receive per class, number of mediations, number of incidents entered into OORS to continue to develop and evaluate a school-wide PBIS program to address the social and emotional developmental health needs of students and maximize academic and social success.	Students	Sept. 2015 – June 2016	Guidance counselors, Teachers, Administrators, Deans
Primary grades will participate in character education workshops once a quarter to develop social emotional skills, including responsibility, kindness, empathy, respect, and trustworthiness.	K-2 Students	Sept. 2015 – June 2016	Guidance counselors
Grade bands will host monthly student recognition assemblies to acknowledge and encourage positive social and academic behaviors.	Students	Sept. 2015 – June 2016	Teachers, Supervisors

#### **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>• Per session for extended-day programs</li> <li>• Coverage teachers for inter-visitations</li> <li>• Toys and prizes for Better Buck Stores in alignment with PBIS</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		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**

<b>Part 5a.</b> 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 June 2016, level 4 and 5 infractions reported by the On-line Occurrence Reporting System will decrease by 50% and the referral rate to peer mediation will increase by 50%.
School Based Support Team will report that referral rate to peer mediation is increased by 25% from September 2015 to February 2016.
On-line Occurrence Reporting System (OORS) will reflect a 25% decrease of Levels 4 and 5 infractions from September 2015 to February 2016.
<b>Part 5b.</b> 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.

In terms of the Collaborative Teachers the Quality Review notes that P.S. 214 is Well developed in this area. Teachers consistently provide multiple entry points to address the needs of all students, including ELLs and SWDs.

The school’s strengths in this area include:

- Common planning periods are embedded within teacher programs so teams have a regular opportunity to develop Common Core Learning Standards (CCLS) aligned units and lesson plans. During planning sessions teachers utilize assessment data to identify student’s needs, develop instructional goals, and share instructional strategies to address the goals and needs identified.
- The school has a variety of data sources available for teacher teams to use to develop and adjust instruction.

Based on the 2014-2015 Advance Observation Report, teachers questioning and discussion techniques can be enhanced to improve student-to-student interactions in order to deepen critical thinking skills. Feedback to students must be consistent and include information on performance, progress and next steps for improvement.

Overall for the 2014-2015 school year 35% of teachers are effective on component 3b-Using questioning and discussion techniques and 37% of teachers are effective on component 3c- Engaging students in learning.

The above findings have informed our development of the vision, goal and action plan below for the Collaborative Teachers element of the Framework for Great Schools.

### **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, teacher collaboration and teaching practices will improve through continuous cycles of inter-visitation within teacher teams. As a result, teachers will increase 25% of their overall teacher rating compared from 2014-15 school year as measured by the Advance system.

**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>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></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>Schedule intervisitations after identifying areas of concern:</p> <ul style="list-style-type: none"> <li>• Teachers will create a once a month cycle system to meet with other teachers in other grade levels and receive feedback from each other</li> </ul> <p>Then follow-up will be in place to evaluate the effectiveness of suggestions/feedback:</p> <ul style="list-style-type: none"> <li>• Debrief on findings within the team during common planning</li> <li>• Look for next steps for next cycle</li> <li>• As a team, focus on a Danielson component to work on across the grade</li> <li>• Common grade goals</li> <li>• Every inter-visitation will have a specific focus for individual teacher and students’ needs</li> </ul>	<p>Teachers</p>	<p>Sept. 2015 – June 2016</p>	<p>Supervisors and administrators will be responsible for implementing and overseeing the activities/ strategies.</p>
<p>Collaboration of teachers in grade meetings regarding students and instruction.</p>	<p>Teachers</p>	<p>Sept. 2015 – June 2016</p>	<p>Supervisors will be responsible for implementing and overseeing the activities/ strategies.</p>
<p>Teacher teams will utilize a “Looking at Student Work” or Evaluating Students Learning (EvSL) protocol to gather information about student learning and inform revision of instructional units, including lessons and tasks.</p>	<p>Teachers</p>	<p>Sept. 2015 – June 2016</p>	<p>Supervisors will be responsible for implementing and overseeing the activities/ strategies.</p>

New Teacher Mentoring Program will support new teachers to improve teacher effectiveness, retain high quality teachers, and develop teacher leadership from among the new hires.	New teachers	Sept. 2015 - June 2016	New Teacher Mentor
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**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.											
Teachers, instructional coaches, administrators											
<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		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**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<ul style="list-style-type: none"> <li>• By June 2016, all teachers will have received actionable “warm” and “cool” feedback from all members of their team at least once.</li> <li>• Feedback sheet</li> <li>• Use trial and error period to assess outcomes from conferences and meetings concerning students (their work and behavior)</li> </ul>
<b>Part 5b.</b> In <b>February 2016</b> , 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.

Data from Advance System

**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.

During the 2015 -2016 school year administrators will conduct teacher observations utilizing the Danielson rubric, and providing targeted feedback which will result in 20% increase of teachers moving their overall rating from Developing to Effective on the HEDI scale. As a result, there will be an increase in teacher leadership capacity by engaging teacher teams in regular cycles of inquiry for improvement.

**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>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote parent leadership and engagement as a key lever for school improvement.</b></li> </ul>	<p><b>Target Group(s) <i>Who will be targeted?</i></b></p>	<p><b>Timeline <i>What is the start and end date?</i></b></p>	<p><b>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></b></p>
<p>Team leaders across the grade will be responsible to facilitate each meeting through the rotation of IGP team leader roles</p>	<p>Teachers</p>	<p>September 2015- June 2016</p>	<p>Administration is responsible for implementing and</p>

			overseeing the activities/strategies.
Effectiveness of professional development activities will be evaluated by administrators, utilizing targeted observations, teacher reflections, and conferring with teachers.  Teachers will receive written feedback from formal observations (Advance) and snapshots (Walkthroughs).	Teachers	Sept. 2015 – June 2016	Administration is responsible for implementing and overseeing the activities/strategies.
Professional development activities will be based on the analysis of the results of informal teacher observations on the Advance system. Administrators will analyze information in Advance to make decisions regarding the needs of individual and teams of teachers.	Teachers	September 2015 – June 2016	Administration and coaches are responsible for implementing and overseeing the activities/strategies.
Identify target skills/trends using the Evaluating Student Learning (EvSL) protocol  <ul style="list-style-type: none"> <li>• Develop pre/post test</li> <li>• Plan lessons and share strategies</li> <li>• Test strategies</li> <li>• Plan next steps</li> </ul>	Teachers	September 2015 – June 2016	Administration and coaches are responsible for implementing and overseeing the activities/strategies.

#### **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.											
School Leadership Team											
Parent and Teachers											
<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		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**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<ul style="list-style-type: none"> <li>• At the end of every 6-8 week cycle, teacher inquiry team reports (derived from EVsL Protocol) will include short-term goal(s), benchmark, and actionable steps for improvement.</li> <li>• Weekly team reports reflect follow up on inquiry process.</li> </ul>

• At the beginning of February 2015 administrators will use the Advance system data and teacher observations to determine progress towards increasing the number of teachers moving from Developing to Effective and possible teacher leaders.

**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.

In the area of Strong Family-Community Ties, the school’s strengths lie in the following areas:

- The atmosphere in the school is welcoming, and encourages families to engage with school leaders and teachers to increase student success.
- The Parent-Teacher Association is a strong force that supports in putting the vision of the school to families and community
- Parent Coordinator uses translators to accommodate our families and ensure that they are empowered to advocate for their children, when needed.

While teachers’ bi-monthly meetings and workshops provide families with information on various topics, there needs to be activities for parents to enhance their understanding of the content being learned by their student.

This needs assessment informed the development of the annual goal listed below.

### Part 2 – Annual Goal

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

During the 2015–16 school year teacher teams will enhance parent understanding of the content students are learning in school in order for them to provide better support at home. By June 2016, 50% of parents will agree that teacher teams’ monthly parent engagement activities enhanced their understanding of the content being learned.

### 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 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>Providing resources and technology where parents and teachers can communicate (i.e. newsletter/calendar – include major concepts being learned, school website, etc.)</p>	<p>Teachers and  Parents</p>	<p>Sept. 2015 – June 2016</p>	<p>Every school personnel including teachers, service providers, and administration is responsible for implementing and overseeing the activities/strategies.</p>
<p>Collaborate with community members/organizations through outreach program</p>	<p>Teachers and  Parents</p>	<p>Sept. 2015 – June 2016</p>	<p>Every school personnel including teachers, service providers, and administration is responsible for implementing and overseeing the activities/strategies.</p>
<p>Bi-monthly parent-conferences- Teachers will schedule to meet with 3 parents each week</p>	<p>Teachers and  Parents</p>	<p>Sept. 2015 – June 2016</p>	<p>Every school personnel including teachers, service providers, and administration is responsible for implementing and overseeing the activities/strategies.</p>
<p>Translators (Spanish, French, Arabic) will be available for families during parent-teacher conferences, PTA meetings and workshops</p>	<p>Families</p>	<p>Sept. 2015 – June 2016</p>	<p>Multilingual staff (teachers, paraprofessionals), Bilingual parents</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>Teachers, Instructional coaches, administrators</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 June 2016, 50% of the parents will agree that teacher teams' monthly parent engagement activities enhance their understanding of the content being learned.

- Agendas, survey, attendance, reflections

- o What did you learn?

- o What will/did you implement?

- o What would you like to see more of?

- Log-ins, types of questions being asked

- Develop a collaborative space for teachers and parents on the internet i.e wall

**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.)
<b>English Language Arts (ELA)</b>	Tier I Intervention  Tier 2  ELLs  SWD  Lowest third	Small Group Instruction, Readers are Leaders, AIS Service Providers, Expanded Learning Time (PAZ), Achieve3000  Morning tutoring  Extended day program	Small Group, Push-in Services, Differentiated Instruction	During the day 3 times a week.  Before School Begin, After school, and Saturdays for others
<b>Mathematics</b>	Tier I Intervention  Tier 2  SWD	Voyager Math, Envision Math, Impact Math, Small Group Instruction, AIS Service Providers, Expanded Learning Time- PAZ, iReady on-line component iReady  Morning tutoring  Extended day program	Small Group, Push In Services, Differentiated Instruction	During the day 3 times a week.  Before School Begin, After school, and Saturdays for others
<b>Science</b>	Tier I Intervention  Tier 2  ELLs  SWD  Lowest third	Textbooks, LAB Work, Close reading, projects	Small Group, Push-in Services, Pull out Services, Differentiated Instruction, Field Trips	During school days, After school,

<b>Social Studies</b>	Tier I Intervention  Tier 2  ELLs  SWD  Lowest third	Common Core writing tasks, Prentice Hall, Trade Books, Food/Coat Drives, Penny Harvest	Small Group, Push-in Services, Pull out Services, Differentiated Instruction, Field Trips	During school days, After school,
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	AYP not met for ELLS  OORS reports	Group counseling  Play Therapy  Each One Reach One  Art, puppets, toys and games, film, Computer activities, A.I.D.P., 4Rs (Reading, Writing, Responsibility, and Conflict Resolution), and Be the Change curriculum, National Lemonade Day, Cook shop,  Advisory, Peer Mediation, Each One Reach One Mentoring Program,  Open Airways for School Program,  P.B.I.S.- a system that rewards positive behavior in order to decrease the frequency of negative infractions  The Success Mentor Program is a mentoring program with the goal to improve student attendance. The adult mentors will be selected from the school community to	Individual Counseling, Small Group, Push-in and Pull-out services, Home visits	During school days

		<p>provide support to chronically absent students with personalized outreach to those students and their families.</p> <p>VIP Program- The mission of the VIP club is to recognize individual students that have successfully improved their attendance for a specific period of time.</p> <p>Better Buck Challenge incentives Student/teacher incentive program is design to provide a positive atmosphere for our better bucks' attendance program. The purpose for the incentive program is to acknowledge and reward classes who have achieved outstanding attendance.</p> <p>The incentives are designed to inspire the entire school community to achieve high attendance. These incentives will be rewarded to the class with the highest attendance on a monthly basis. Class Incentives also has an impact on students learning because it motivates group unity and accountability.</p> <p>The overall goal for the incentive program is 90% or</p>		
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		higher attendance for all students.		
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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>School administrators work with the Department of Human Resources to ensure that all teachers are highly qualified. Partnerships are formed with local colleges to identify highly qualified teacher applicants.</p> <p>The following outlines the strategies used in support of hiring and retaining highly qualified teachers:</p> <ul style="list-style-type: none"> <li>• The Hiring Committee is established, including administrators, teachers and coaches</li> <li>• The Hiring Committee develops questions and scenarios specific to the position open</li> <li>• New hires are invited to join the Principal for monthly New Teacher Meetings</li> <li>• Teachers are assigned to teacher teams</li> <li>• Supervisors provide inter-visitation schedules for new teachers</li> <li>• Internal and external professional development opportunities</li> <li>• Tenure preparation sessions with the Principal are offered</li> </ul>

#### 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>The strategies and activities listed below have been put in place to ensure that staff receives high quality professional development to improve instruction, thus enabling our students to meet the Common Core Learning Standards:</p> <ul style="list-style-type: none"> <li>• Supervisors conduct ongoing feedback aligned with the Danielson Rubric</li> <li>• Supervisors in collaboration with teachers develop individual professional growth plans for teachers</li> </ul>

- Supervisory staff meet individually with staff to review student data and develop plans for improving both instruction and student achievement
  - Teacher teams are scheduled for common planning periods to design and adjust curriculum in alignment with CCLS.
  - In-house professional development such as Teachscape cohort activities are scheduled year-round to support teachers and paraprofessionals.
  - Inter-visitations are scheduled so teachers can observe best practices within the school and at other schools.
  - Model teachers will welcome other teachers for inter-visitations in their classrooms.
  - Teacher teams adjust units and lessons on an ongoing basis to meet the needs of ELLs and SWDs.
  - Teachers provide feedback on professional development activities and suggest next steps.
- Administrators monitor the effectiveness of PD activities in the classroom through formative observations.

### **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.).

Pre-K teachers work collaboratively with kindergarten teachers throughout the year. Professional development activities permit teachers to be trained together while having opportunities to discuss curriculum and student needs. Pre-K teachers inter-visit in kindergarten classrooms so they have an opportunity to prepare their students for the transition to kindergarten.

Parent workshops focused on the skills students will need upon entering kindergarten, are held during the fall and spring of the school year. These hands-on workshops provide parents with CCLS aligned activities they can make/do at home to strengthen foundational skills.

The pre-k social worker, assigned to the school weekly, provides parents with information regarding academic and social expectations for kindergarten.

#### **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.

Teacher teams work collaboratively to develop formative and summative assessment instruments. Teacher teams in collaboration with the instructional coaches and administrators determine appropriate school-wide measures. All staff members have received professional development on utilizing data from assessments to drive instruction and group students.

#### **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.	
			<b>Column A</b> Verify with an (X)	<b>Column B</b> Section Reference(s)
Title I Part A (Basic)	Federal	787,975.00		
Title II, Part A	Federal	138,961.00		
Title III, Part A	Federal	12,940.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	5,241,263.00		

#### **<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.

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**PS 214x Parent Involvement Policy (PIP) Plan**

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. . Lorraine Hansberry Academy- PS 214X , 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. . Lorraine Hansberry Academy- PS 214X 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.

### **PS 214x School-Parent Compact (SPC) Plan**

Lorraine Hansberry Academy- PS 214X 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>P.S. 214</u>	DBN: <u>12X214</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>30</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 type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" 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>1</u>
# of certified ESL/Bilingual teachers: <u>1</u>
# of content area teachers: _____

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Begin description here: Title III monies are used exclusively to service current ELLs (with a special emphasis on long-term advanced ELLs and newcomer ELLs in the middle school) in the after school Expanded Learning Time Program. These programs are taught by one certified ESL teacher. ELLs have equal access to all other supplemental/extracurricular programs offered.

- The Expanded Learning Time (PAZ--Peace from A to Z) for ELLs is offered Mondays-Wednesdays from September 15, 2014 to June 19, 2015 from 2:30 pm - 5:30 pm. The ESL teacher holds instruction sessions Mondays through Thursdays. The after school Expanded Learning Time is divided into three instructional periods—one period for each grade 6-8. The focus of the instructional period is to provide students with direct instruction in phonemic awareness, vocabulary/word study, reading comprehension skills/strategies, writing, speaking and listening skills—depending on their ELL proficiency level and area(s) of need based on the 2014 NYSESLAT/RLAT report (from ATS).

- The curriculum used for Expanded Learning Time will be a combination of Voyager's "Journeys I" and "Getting Ready for the NYSESLAT and Beyond." The "Journeys I" curriculum builds students' background knowledge through thematic units, featuring both fiction and nonfiction texts. Students engage in phonological awareness, identifying spelling patterns, vocabulary development/word study, reading comprehension strategies (for fiction and nonfiction texts) and practice in the writing process. The curriculum makes use of sound ESL instructional practices/strategies by allowing for practice in all language modalities. During the instructional period, the teacher's role will be to deliver direct instruction on the day's vocabulary and reading skill, provide guided practice, check in on students during independent practice by providing supports (as needed) and assess students' understanding of the lesson/skill through informal assessment(s) which will be used as a tool for future lesson planning/intervention.

- The "Getting Ready for the NYSESLAT and Beyond" curriculum provides students with practice in each of the tested language modalities of the NYSESLAT. The curriculum makes use of sound ESL instructional practices/strategies. An emphasis will be placed on reading fact-based documents for information and understanding and the writing process involved in planning, organizing and composing the fact-based essay. During the instructional period, the teacher's role will be to deliver direct instruction on the day's writing/grammatical skill, provide guided/group writing opportunities, check in on students during independent practice by providing supports (as needed) and assess students' understanding of the lesson/skill through informal assessment(s) which will be used as a tool for future lesson planning/intervention.

- Additionally, the Expanded Learning Time program provides students with the following enrichment activities: advisory, art, chess, dance, fashion, gaming and gym. The instructional focus of these programs is to enhance students' oral and speaking language development through social interaction with their counselors and peers. Furthermore, students learn social-emotional skills within their advisory groups—as aligned with our school's mission—to help them assert themselves respectfully, mediate difficult situations and solve their own conflicts peaceably.

- To further enrich student learning/help build background knowledge and bridge the gap with the ELA classroom curriculum, ELL students involved in the after school Expanded Learning Time will go on

## Part B: Direct Instruction Supplemental Program Information

fieldtrips that correlate to their studies. The following is a list of anticipated fieldtrips and their curricular connections:

1. Nuyorican Poets Café/The 17th Annual Urban Word NYC Teen Poetry Slam Semifinals– Saturday, April 18, 2015 (3:00 pm): This coincides with middle school’s ELA curriculum, “Literature” and their unit of study—“Poetry.” The essential question of this unit is: What is the best way to communicate? Students will watch semifinalist teen slam poets communicate through spoken word and analyze how they convey their messages through figurative language and other poetic devices.
2. Repertorio Espanol/Performance of “El Quijote” - Saturday, May 23, 2015 (3:00 pm): This coincides with middle school’s ELA curriculum, “Literature” and their unit of study—“Drama.” This fieldtrip will be a celebratory, culminating trip for those with regular attendance in after school. The essential question of this unit is: Do other see us more clearly than we see ourselves? Students will watch the performance and analyze the character of Don Quijote—how he perceives himself and the world in which he lives vs. how others perceive his character.

- The rationale behind this program is to provide middle school ELLs (Grades 6-8), particularly Advanced proficiency level long-term ELLs (according to the 2014 NYSESLAT) who are part of the school's inquiry group, with extra support, pushing them to perform at grade level or beyond on the upcoming 2015 NYS ELA Test and test proficient on the 2015 NYSESLAT. The goal of the program is to provide all participating ELLs with academic vocabulary enrichment (valuable across content areas), vocabulary defining strategies (through word study activities: prefixes, suffixes, word roots, word families, cognates in their L1), reading comprehension strategies (i.e. closed-reading), listening/note-taking skills and short/extended response writing exercises.

- The language of instruction for all programs is English.

## 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: The rationale behind professional development for Title III Program teachers is to provide them with the knowledge necessary to best serve our ELL population. We recognize the need for an instructional approach to English Learners that is different than that of a regular class. As a result, inquiry groups will be formed, targeting Advanced proficiency level LTEs, to analyze the most effective ESL strategies and practices.

- Professional development will be conducted for classroom teachers as a two-part workshop once every other month during the Monday and Tuesday after school professional development periods. They will take place from 2:20-3:15 pm. They will be based on the SIOP Model and "Making Content Comprehensible for English Learners," a book by Jana Echevarria, MaryEllen Vogt, and Debora Short . The topics to be covered will build on last year's SIOP workshop series and delve further into the SIOP components. These components include: Lesson Preparation, Building Background, Comprehensible Input, Strategies, Interaction, Practice/Application, Lesson Delivery, Indicators of Review/Assessment, and Issues of Reading Development and Special Education for English Learners. This year's series will emphasize revising teacher lesson plans by incorporating language objectives, further differentiating

## Part C: Professional Development

lessons by providing appropriate ELL accommodations (as well as how to differentiate amongst ELL proficiency levels) and ensuring all language modalities are met throughout a lesson. All teachers who teach English language learners will be invited to attend; although, content area teachers will be targeted. The following certified ESL teachers will provide the professional development: Melissa Maehara, Wojciech Schneider and Samantha Wolski.

### Topic 1: Lesson Preparation and Language Objectives

Rationale: Teachers will learn how to incorporate language objectives related to their content objectives for lessons. Teachers will understand the importance of language objectives as the process (the how), to complete the task (the what).

Date: January 12th and 13th

Time: 2:30-3:10

Name of Provider: M. Maehara (MS/Elementary ESL), S. Wolski (MS/Elementary ESL), S. Schneider (Elementary/Early Childhood ESL)

Audience: K-5 teachers and middle school content-area teachers (i.e. math, science and social studies)

### Topic 2: Revising Lesson Plans: Incorporating Language Objectives and Proper Accommodations within Lessons

Rationale: Teachers will build on their knowledge of language objectives from the prior PD session and work on incorporating language objectives into their current lessons/units of study. Teachers will plan accommodations appropriate (and perhaps even differentiated) for ELLs in their classes to ensure their students master the language objective while assessing the content being taught.

Date: March 9th and 10th

Time: 2:30-3:10

Name of Provider: M. Maehara (MS/Elementary ESL), S. Wolski (MS/Elementary ESL), S. Schneider (Elementary/Early Childhood ESL)

Audience: K-5 teachers and middle school content-area teachers (i.e. math, science and social studies)

### Topic 3: Strategies for Building Background and Scaffolding Student Learning

Rationale: Teachers will build on their knowledge of incorporating accommodations for ELLs and find entry points for scaffolding instruction to make lessons more comprehensible for ELLs. Teachers will think about how to strategically group students to suit the needs of their content/language objectives (i.e. heterogeneous vs. homogenous). Additionally, teachers will incorporate strategies to increase classroom engagement across the four language modalities and ensure student participation even among their Emergent ELLs.

Date: March 11th and 12th

Time: 2:30-3:10

Name of Provider: M. Maehara (MS/Elementary ESL), S. Wolski (MS/Elementary ESL), S. Schneider (Elementary/Early Childhood ESL)

Audience: K-5 teachers and middle school content-area teachers (i.e. math, science and social studies)

ESL teachers will also receive professional development relevant to their work with ELLs. The following is a list of PD sessions they will attend:

### Topic: Helping Students to Read Complex Text: Designing Close Reading Experiences (Middle-High School Session)

Rationale: Introduction to the close reading experience for teachers of middle-high school and how to design close reading experiences aligned to CCLS and supporting student needs.

Date: October 22, 2014

Time: 9:00-2:00

Name of Participants: Melissa Maehara, Samantha Wolski

### Part C: Professional Development

Topic: Planning a Close Reading: Experience for ELLs (Middle School Followup Session)

Rationale: Understanding different levels of language acquisition/progressions as they relate to the four language domains and reinforce/make practices of close reading accessible to all levels/proficiencies of ELLs. Additionally, creation/presentation of social studies lesson plans that embed close reading practices tailored to ELLs' needs across language proficiencies/progressions.

Date: December 1, 2014

Time: 9:00-12:30

Name of Participants: Melissa Maehara, Samantha Wolski

-  
Topic: Helping Students to Read Complex Text: Designing Close Reading Experiences (Elementary School Session)

Rationale: Introduction to the close reading experience for teachers of elementary school and how to design close reading experiences aligned to CLLS and supporting student needs.

Date: January 2015 (TBD)

Time: (TBD)

Name of Participants: Wojciech Schneider, Samantha Wolski

### 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: While parental engagement activities are offered to all parents, a literacy workshop is offered with a focus on ELL parents. This workshop is facilitated by the Hispanic Federation and our Parent Coordinator. The rationale behind this workshop is to enable parents to help their students with reading even when they may not speak English themselves.

-  
A workshop related to the Common Core standards/tasks and the implications they have for ELLs was held on October 15, 2014. The rationale behind this workshop was to provide awareness to parents of the academic demands their students face and how better to assist them as it relates to the Common Core shifts.

-  
Our ELL parent engagement workshop calendar consists of the following sessions:

These follow up workshops will be offered from 9:00 am - 10:00 am.

1) December 10 th , 2014: Revisiting Common Core Shifts in ELA/Math

2) February 12 th , 2015: Prepping for the NYSESLAT

3) April 16 th , 2015: Test-taking Strategies

-  
The workshops are facilitated by the parent coordinator, the ESL teachers and Instructional Coach . Translation is provided by the parent coordinator using our translation equipment.

-  
The school offers a Translation Unit for PTA meetings and other important school events/functions for parents that speak languages other than English.

-  
Parents are notified of these activities and other schoolwide activities through flyers (in English and

**Part D: Parental Engagement Activities**

parents' L1), phone calls (i.e. personal and through School Messenger in English and parents' L1) and face-to-face conversations with teachers, administration and the parent coordinator.

**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>12</b>	Borough <b>Bronx</b>	School Number <b>214</b>
School Name <b>P.S. 214X</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>David Cintron</b>	Assistant Principal <b>Eleanor Mytych</b>
Coach <b>Vanessa Mapp</b>	Coach <b>Kendra Johnson-Parham</b>
ENL (English as a New Language)/Bilingual Teacher <b>Wojciech Schneider</b>	School Counselor <b>Xioel Terrero</b>
Teacher/Subject Area <b>Nicole Boone/ELA</b>	Parent <b>Andy Gomez</b>
Teacher/Subject Area <b>Philippa Bishop/Science</b>	Parent Coordinator <b>Michelle Gonzalez</b>
Related-Service Provider <b>Stephanie Fox</b>	Borough Field Support Center Staff Member <b>type here</b>
Superintendent <b>Rafaela Espinal-Pacheco</b>	Other (Name and Title) <b>Jeanette Guzman/Pupil Accounts</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>2</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area/common branch and TESOL certification	
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</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	
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program		Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	<b>0</b>	Number of special education teachers with bilingual extensions	

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>959</b>	Total number of ELLs	<b>111</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 checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

### This school offers (check all that apply):

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

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

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														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>	111	<b>Newcomers</b> (ELLs receiving service 0-3 years)	71	<b>ELL Students with Disabilities</b>	31
<b>SIFE</b>	5	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	27	<b>Long-Term</b> (ELLs receiving service 7 or more years)	13

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>	0	0	0	0	0	0	0	0	0	0
<b>DL</b>	0	0	0	0	0	0	0	0	0	0
<b>ENL</b>	71	3	15	27	2	7	13	0	9	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<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	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	9	10	15	2	4	12	12	20	20					0
Chinese	0	0	0	0	0	0	0	0	0					0
Russian	0	0	0	0	0	0	0	0	0					0
Bengali	0	0	0	0	0	0	0	1	1					0
Urdu	0	0	0	0	1	0	0	0	0					0
Arabic	0	0	1	0	0	0	0	0	0					0
Haitian	0	0	0	0	0	0	0	0	0					0
French	0	0	0	0	0	0	1	0	2					0
Korean	0	0	0	0	0	0	0	0	0					0
Punjabi	0	0	0	0	0	0	0	0	0					0
Polish	0	0	0	0	0	0	0	0	0					0
Albanian	0	0	0	0	0	0	0	0	0					0
Other	0	0	0	0	0	0	0	0	0					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)	3	1	2	1	0	3	4	5	5					0
<b>Emerging</b> (Low Intermediate)														0
<b>Transitioning</b> (High Intermediate)	3	3	9	0	1	5	4	5	8					0
<b>Expanding</b> (Advanced)	2	6	6	2	4	3	5	11	10					0
<b>Commanding</b> (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	0	0	0	0
4	2	3	0	0	0
5	9	1	0	0	0
6	10	0	0	0	0
7	13	2	0	0	0
8	15	3	0	0	0
NYSAA	0	0	0	0	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	0	0	0	0	0	0	0	0	0
4	4	0	1	0	0	0	0	0	0
5	9	1	1	0	0	0	0	0	0
6	9	0	1	0	0	0	0	0	0
7	13	4	2	0	0	0	0	0	0
8	17	1	2	0	0	0	0	0	0
NYSAA	0	0	0	0	0	0	0	0	0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	0	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.  
To assess the early literacy skills of the ELL students our school uses Fountas and Pinnell. This assessment allows teachers to gain insight into the current reading level and reading strategies utilized by the ELLs and plan appropriate instruction. Weekly and end-of-unit assessments are part of Pearson's Reading Street curriculum. They allow teachers to closely monitor students' progress and adjust their plans if necessary. According to the latest F&P results, 75 % of Kindergarten ELLs, less than 80% of 1st grade ELLs, and 75% of 2nd grade ELLs are reading at grade level (independent reading levels C, H, and L respectively.) This information underscores the need for instruction in the areas of phonemic awareness, phonics, decoding, encoding, fluency, vocabulary and comprehension.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
In grades K-3 the trend was for all students, except those at the Advanced level, to gain one proficiency level on the NYSESLAT. In grades 4-5 the students who made no gains in proficiency levels were both Advanced and Intermediate. Overall, in grades K-5, the students who did not move up the proficiency scale improved in Reading but showed decline in the Writing modality. This phenomenon can most likely be attributed to the changes introduced to the NYSESLAT writing components.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
ESL teachers will target Reading/Writing skills when making instructional decisions for ELLs in order to meet the requirements of AMAO II. Special attention will be given to reading and understanding nonfiction texts since both the NYSESLAT and NYSELA heavily emphasize these skills (in case of the NYSESLAT, all four modalities tested require ELLs to be able to analyze and synthesize nonfiction informational texts.) Language objectives will continue to be incorporated and addressed in ELA reading/writing lessons, which will help us meet AMAO III.

In the middle school, Pearson's Literature offers a companion Reader's Notebook for ELLs and Spanish Reader's Notebook for Spanish speakers. The ELL consummable notebooks offer a majority of the literature found in the actual textbook (ommissions of texts are due

to copyright permission); however, in the ELL notebook narratives are a melange of original text and adapted text. Additionally, this ELL notebook provides support for ELLs by chunking text and asking questions in the sidebar related to English language learning development as well as reading comprehension/literacy skills (i.e. contractions, multiple meaning words, idioms, cultural understanding, etc.) Each text commences with "Before You Read" (vocabulary, making connections and discussion), "Summary" (preview of the text and linking it to a prompt related to the unit's essential question), "Note-taking Guide" (a graphic organizer emphasizing a literary understanding of the text by making connections and engaging in discussion.) The notebook also offers additional practice in language (i.e. verb tense, irregular verbs, prefixes/suffixes, idioms, etc.) The Spanish notebook provides support for newcomer ELLs by translating text into Spanish. Literacy skills are represented graphically in the preface for students to use as a constant reference. The Spanish notebook follows the same format as the ELL notebook; however, the "Before You Read" section pairs Spanish vocabulary/definitions with the English equivalent/definitions. The "Summary" section also provides an English translation of the Spanish summary for students to read and make comparisons. Pearson's Literature offers many other interactive components including: audio read-alouds of text, videos, vocabulary practice and student access to material online. For a listing of all curriculum materials/components see Part B. #14.

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?

The school only offers ELLs the free-standing ESL program. See #2 in this section.

Generally, ELLs across the grades fare better on the NYS Math compared to the NYS ELA assessment. Only a few Beginner/Intermediate proficiency level ELLs opted to take the NYS Math assessment in their L1. We are unable to make a true comparison of how this impacted their performance given the dramatic difference in the state tests from 2012 to 2013, the unreliability of comparing assessment data from two different academic years and, in some instances, this was the first year the student ever took a NYS assessment (newcomers).

School leaders and teachers use results of ELL periodic assessments to program students/classes, create schoolwide goals, create student goals, target students for intervention/inquiry groups, differentiate lessons to accommodate ELL needs/language acquisition, create teacher professional growth plans and develop professional development schedules for classroom teachers with a high concentration of ELLs.

Periodic assessments (i.e. Performance Series, Rally!) are administered quarterly to all students in Grades 3-8. These assessments have shown ELL growth; however, results from these assessments have not correlated well with results of the NYS exams. Generally, ELLs perform better on these periodic assessments as compared to the state exams. This is particularly perplexing given that these periodic assessments (except for Performance Series math) are offered only in English. This academic year we plan to replace Performance Series with another computer-based periodic assessment program, iReady (twice a year). Additionally, students will be assessed using Rally! twice a year.

Additionally, in the middle school, at the close of every ELA unit, teachers are designated common planning time to evaluate student portfolio pieces/writing. Teachers follow a set protocol to examine and evaluate student work that is representative of student performance within a given grade/class. Teachers collaborate, researching and discussing potential instructional strategies that can be implemented to strengthen student learning/understanding in future lessons. The middle school ESL teacher participates in this process.

Some content area teachers are bilingual (English and Spanish) and are able to provide some native language support for Spanish-speaking ELLs. Curriculum material in the content areas offer Spanish translations of the textbooks (i.e. science, social studies and math). Classroom libraries of ELA classes containing ELLs are equipped with Spanish literature.

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*.]

Our school uses data (NYSITELL, NYSESLAT, ELA, Fountas and Pinnell, unit tests, etc.) to provide high quality instruction for ELLs. Both the classroom teachers and ESL teachers use the data to identify the areas of need, group students and plan appropriate instruction. This Tier I intervention takes place throughout the day including the time when push-in ESL services are delivered.

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

In the elementary school, teachers use Reading Street's native language support materials to facilitate language acquisition, enhance student engagement and learning of content knowledge.

In middle school ELA, the use of Pearson's Literature curriculum considers a child's second language development in instructional decisions. The curriculum offers native language support and student-centered multimedia activities to build background knowledge, engagement and ability for students to make connections. For a list of the curriculum's offerings that are particularly relevant to ELLs see #3 in this section and Part B. #14.

7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the target language?
  - b. What is the level of language proficiency in the target language for EPs?
  - c. How are EPs performing on State and other assessments?

NA

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

Meeting AYP for ELLs:

- \*NYSESLAT results/meeting AMAO for ELLs (i.e. Beginners scoring at the Intermediate level their first year, ELL movement from one proficiency level to another, number of ELLs testing proficient, etc.)
- \*NYS ELA and Math assessments (i.e. number of ELLs performing at grade level)
- \*ELLs meeting school-wide goals
- \*ELLs meeting their quarterly goals (i.e. according to iReady and Rally! assessments)
- \*ELL improvement from unit pretests to posttests
- \*ELA writing portfolio pieces
- \*Math performance tasks

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

The ELL identification process begins with parents filling out the Home Language Identification Survey (HLIS). During this process the Pupil Accounting Secretary and an available ESL teacher or Spanish-speaking pedagogue interview students and their parents in the language of preference and assist them in filling out the HLIS form. Based on this in-depth interview and review of student work, the ENL teacher determines NYSITELL-eligibility. HLIS is administered to new admits and students who have been out of the NYS school system for at least two continuous years. Translation services are made available for parents of ELLs who speak languages other than Spanish. Parents are informed at this point that they have the right to request a re-identification process within 45 days of enrollment. Next, ENL teachers review the HLIS forms and administer the NYSITELL to eligible students whose home language is not English. This process takes place within 10 school days of the students' admittance. In order to ensure that all NYSITELL-eligible students have been tested, the RLER report is generated approximately every 10 days. Additionally, the list of NYSITELL-eligible students is cross-referenced with ATS records (i.e. student exam history, admit and discharge dates, and home language) to ensure that the OTELE codes are correct and only eligible students are tested. A score below a designated cut-off score on the NYSITELL determines eligibility for services. Spanish-speaking students thus identified as ELLs are then administered the Spanish LAB by the ENL teacher and/or Spanish teacher or other pedagogue who speaks Spanish fluently (for the oral and listening portions of the Spanish LAB only). This is done to assess students' proficiency in their native language. In cases of newly admitted ELLs that have already taken the NYSESLAT, RLAT and RNMR reports are used to identify these students and their proficiency levels. To identify Special Education ELLs, IEPs are checked and cross-referenced with the information documented in ATS and CAP systems. This screening and identification process of ELLs is done on an ongoing basis throughout the year as new admits filter into the school.
2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Parents of ELLs who have been identified as potential SIFE fill out a SIFE questionnaire to establish student's school and family backgrounds and to determine if a student has interrupted formal education. To measure home language literacy skills of students with interrupted formal education, the students are administered Literacy Evaluator for Newcomer SIFE (LENS), an online adaptive

diagnostic. Knowing the level of a student's home language literacy skills helps teachers plan and scaffold lessons. The identification process and assessment take place within 30 days of an ELL's enrollment.

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

The Language Proficiency Team's goal is to determine if the newly enrolled students with IEPs have language acquisition needs and should take the NYSITELL. The team reviews the IEP and other available documents to make the determination. LPT members include Eleanor Mytych, Assistant Principal- Special Education, Andrew Rose, Psychologist, Stephanie Fox, Speech Teacher, Wojciech Schneider, ENL Teacher, Kenyi Ogando, Counselor, and Michelle Gonzalez, Parent Liaison.

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.

Initial Entitlement, Continued Entitlement, Non-Entitlement Letters and language preference forms are sent to parents as soon as NYSITELL is scanned and score is determined. The ESL teachers are responsible for distributing the varying entitlement letters and collecting the language preference forms from students/parents. A tracking tool spreadsheet (Appendix K: ELL Admissions Program Data), listing all ELL parents who received letters and the date letters/forms are returned, is stored and kept secure in the ESL classroom. This administrative data is maintained by the ESL teachers. In addition, copies of the entitlement and non-entitlement parent notification letters are stored in each student's cumulative records.

Parent Survey and Program Selection forms are collected after they are completed by parents during video orientation sessions conducted in the school. In cases where Parent Survey and Program Selection forms have not been returned, or parents have failed to show, information containing dates and times of future orientation sessions are distributed to students/parents.

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).

Paste response to question After student's ELL status has been determined, entitlement letter of ELL status notification is sent to parents within 5 school days. The letter informs them of the results of the NYSITELL and that they have the right to appeal the ELL status to initiate the re-identification process within 45 days of enrollment. The same information is reiterated during ELL parent orientation sessions.

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.

Timeline: 1-10 Days

As soon as the NYSITELL scores are available, the ENL teachers provide the parent coordinator with a list of students whose parents need to view the ENL orientation video and complete the Parent Survey and Program Selection form. The parent coordinator sends these parents the Parent Survey and Program Selection form and letters informing them of dates that they can view the video and complete the form at school. The first orientation video session of the academic year is scheduled within the first ten days.

Timeline: Ongoing

To ensure parent understanding of all three programs, screenings of the Board of Education's informational video are presented throughout the year. During these video presentations, ESL teachers, the parent coordinator and translators are available to answer parents' questions about these program choices. Orientation sessions and other workshops/activities with parents are conducted in English with translation provided to parents' whose L1 is not English.

If a TBE/DL program became available, all parents of ELLs would be notified ( inclusive of parents who previously selected TBE/DL as their first program choice).

Timeline: Post 10 Days/Ongoing

Parents of ELLs who do not attend the orientation session are contacted by phone to schedule a meeting to view the orientation video at their convenience. If parents are unable to attend orientation sessions, they provide responses to the Parent Survey and Program Selection form over a phone interview. Phone calls are made by the parent coordinator, who speaks Spanish as well as knows many of the ELL parents on a more personal level. This is done on an ongoing basis throughout the school year.

Timeline: Post 10 Days/ Twice a Year (November and April PTC)

In addition to meetings scheduled solely to view the orientation video, attempts are made to have parents view the video and

complete the Program Selection form during parent-teacher conferences.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.  
After letters are sent home with each student the parent coordinator makes phone calls to ensure that they received the letter and to remind them of the date of the parent orientation session. The ENL teachers are responsible for distributing the Parent Surveys and Program Selection forms and collecting them from students/parents. The tracking tool spreadsheet (Appendix K: ELL Admissions Program Data), listing all ELL parents who received the surveys and the date the forms are returned, is used to monitor parent program choice.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. The tracking tool spreadsheet (Appendix K: ELL Admissions Program Data) is used to monitor the Parent Survey and Program Selection forms that have not been completed and returned.
9. Describe how your school ensures that placement parent notification letters are distributed. ENL teachers use the tracking tool spreadsheet (Appendix K: ELL Admissions Program Data) to ensure that placement parent notification letters are distributed to all parents of ELLs. The letters are sent home with each ELL.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). ELL documentation for each child is retained in each student's cumulative folder.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
The most current RLER and RLAT is printed to ensure that all eligible ELLs receive the annual NYSESLAT. Further attention and fact-checking through ATS is done if discrepancies occur (i.e. grids arriving pre-slugged with ELL students not on our current caseload, or ELLs on our caseload who do not have pre-slugged grids). Additionally, tracking tool listing all four modalities of the NYSESLAT is created prior to the administration of the test and is used to assure that all ELLs have taken all parts of the assessment.

**Speaking:**

The ESL teachers work closely together, reviewing the scoring procedures and sample responses found on the CD for all grade bands prior to scoring. The ESL teachers work together to assess all ELLs. If possible, the one-on-one speaking test is proctored by the ELL's ESL teacher, but is scored by the other ESL teacher. For example, an elementary school ELL will be asked the assessment questions by their elementary ESL teacher, but their responses will be scored by the middle school ESL teacher.

**Listening:**

In all grades, except early childhood grades, ELLs listen to the listening CD provided and bubble in their responses accordingly. The ESL teachers read the scripted directions aloud to the students prior to the assessment and then play the CD. The CD plays through once without pausing, stopping or repetition of any question. The CD may pause only if the school's change of period bell interrupts a question. In Kindergarten, first, and second grades, the elementary ESL teacher reads the provided NYSESLAT script for the listening modality and adheres to the testing guidelines.

**Reading:**

The ESL teachers read the scripted directions aloud to the students, pausing and allowing appropriate wait time for students to respond to the sample questions. Students are given unlimited time to complete this portion of the exam.

**Writing:**

The ESL teachers read the scripted directions aloud to the students and, where applicable, pausing and allowing appropriate wait time for students to respond to the sample questions in each section. Students are given unlimited time to complete this portion of the exam.

**Scoring:**

The ENL teachers work together with properly trained pedagogues and members from the school's testing team to score the writing portion of the NYSESLAT. This NYSESLAT scoring team works closely together, reviewing the scoring procedures, samples and anchor papers prior to scoring. Neither ENL teacher scores their own students. Each scorer scores only one of the writing portions of the tree testing booklets.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. ENL teachers use the tracking tool spreadsheet (Appendix K: ELL Admissions Program Data) to ensure that continued entitlement parent notification letters are distributed to all parents of ELLs. The distribution of the transitional support parent notification letters is tracked with a spreadsheet attached to the main document. The letters are sent home with each ELL.

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).

The program model offered at our school—free-standing ESL—is aligned with the majority of parent requests. The school annually monitors trends in parent program choice by calculating the percentage of parents opting for each of the three programs offered and comparing this data to previous years.

P.S. 214X schedules parent orientation and program selection sessions within the first ten days of a student's identification as an ELL.

As of September (prior to our first parent workshop, which will also serve as an orientation video session), 50% of total ELL parents have returned the Parent Survey and Program Selection form (this number includes several IEP students). 61% of ELL parents, excluding IEP students, have returned the Parent Survey and Program Selection form. 84% of total ELL parents chose the free-standing ESL program; 8% chose TBE; and, 8% chose the dual language program. 82% of ELL parents, excluding IEP students, chose the free-standing ESL program; 8% chose TBE; and, 10% chose the dual language program. This has been the trend in our school; hence, we continue to offer the free-standing ESL program only.

ELLs whose IEPs recommend monolingual services with ESL are served per IEP. Parents of ELLs whose IEPs recommend bilingual instruction are made aware that the school does not offer a bilingual program at this time.

All ELL parents (general education and IEP students) who prefer to enroll their students in a TBE or dual language program are assisted in finding area NYC school that offer these programs and have open seats. However, to build alignment between parent choice and ELL program offerings, if P.S. 214X had fifteen students or more of the same language in two consecutive grades (special education and/or general education) whose parents opted for the bilingual program choice, we would, by default of the ASPIRA Consent Decree, create a bilingual program.

## Part V: ELL Programming

### A. Programming and Scheduling Information

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

a. Freestanding ENL program.

All ELL students (Entering-Commanding) in grades K-8 are grouped heterogeneously in graded blocks. They receive four periods (180 minutes) of integrated ENL with the ESOL teacher pushing-in to their content area class--primarily ELA. An additional unit of standalone ENL instruction (180 minutes) is provided to Entering and Emerging ELLs in ungraded heterogeneous groups, combining students of no more than two corresponding grade bands (i.e. Grades K, 1-2, 3-4, 5-6 and 7-8) by a certified ESOL teacher. They are pulled out four periods a week for standalone ENL instruction.

b. TBE program. *If applicable.*

NA

c. DL program. *If applicable.*

NA

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)?

All ELL students (Entering-Commanding) in grades K-8 are grouped heterogeneously in graded blocks. They receive four periods (180 minutes) of integrated ENL with the ENL teacher pushing-in to their content area class--primarily ELA. An additional unit of standalone ENL instruction (180 minutes) is provided for Entering and Emerging ELLs in ungraded heterogeneous groups, combining students of no more than two corresponding grade bands (i.e. Grades K, 1-2, 3-4, 5-6 and 7-8) by a certified ESOL teacher.

At this time, HLA is not delivered to students; however, all standalone and integrated ENL courses offer native language texts/supports for students to ensure entry points to the curriculum.

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

In the elementary school and middle school all core content (ELA, Math, Science, Social Studies) is delivered by common branch K-6 teachers/content area teachers, except in ELA. In ELA, core content is taught by a certified ESOL teacher pushing-in/team-teaching with a common branch K-6 teacher or certified ELA content teacher. Often in the middle school, the certified ELA content teacher that is teamed with the certified ESOL teacher speaks Spanish.

The language of instruction is English; although, there is native language support and other scaffolds (i.e. audio versions of texts) provided by either the ESOL teacher or certified ELA teacher as needed to foster language development and access to curriculum for ELLs. All content area instruction is aligned to the CCLS.

The ESOL teacher works closely with common branch/ELA content teachers that they are partnered with when providing integrated ENL instruction. The ESOL teacher attends daily common planning sessions and embeds language objectives in reading and writing lessons. Furthermore, the ESOL teacher provides appropriate accommodation/scaffolds, differentiated according to ENL proficiency level, to ensure language objectives are met/assessed and ELLs have access to grade-level curriculum.

The ESOL teachers provides professional development for integrated ENL teachers/content area teachers on the SIOP method and its components. These professional development sessions detail how characteristics of ELLs and how they acquire new language, stress the importance of language objectives/ensuring each lesson accounts for student practice in each of the four language modalities. SIOP PDs focus on components/features of the SIOP method, providing models (i.e. sample objectives, concept webs, graphic organizers), assessing/critiquing lessons and revising their own lessons/practice by incorporating SIOP features. Past PDs have included: distinguishing between content and language objectives, building background knowledge, strategies to increase ELL engagement/interaction, etc.

Moreover, the middle ESOL teacher has partnered with the science department, working closely with the team on a weekly basis. The team reviews commonalities/trends between ELA (Rally!) and Science MOSL data. The team uses this data to incorporate targeted language objectives and devise strategies/accommodations based on SIOP/ELL methodologies to address ELL areas of weakness in language.

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

After new ELLs have been identified through the HLIS and NYSITELL, they are given the Spanish Lab assessment (when SP is their L1). There is no baseline home language evaluation for languages other than Spanish. There are no interim assessments throughout the year to evaluate students' progress in home language proficiency (Spanish or other L1). However, the ESOL teacher, integrated ENL ELA teacher and Spanish as a Foreign Language Teacher meet weekly to informally discuss the progress, strategies that are working and concerns of Middle School ELLs in the Spanish/standalone ENL/integrated ENL classes.

In the coming year, if the new NYSESLAT offers an interim assessment, ELLs will take this test to better prep and understand the demands.

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

ELLs are evaluated in all four modalities of English acquisition throughout the year in the following ways: reading (weekly and end of unit assessments in the Reading Street program/Pearson's Literature, Achieve 3000 comprehension activity, iReady and Rally!), writing (baseline writing, weekly and end of unit assessments in the Reading Street program, Achieve 3000 "Thought Question," on-demand writing and unit culminating/portfolio pieces), speaking/listening (informal assessments, RTI classes focused on discussion/accountable talk for Entering and Emerging ELLs with discussion-frames as scaffolds, activities (i.e. think-pair-share-write, exit tickets).

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

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

a. Currently, our school has five students labeled as SIFE. Although from our evaluations (formal and informal) of these students, we feel their SIFE label is incorrect and instruction should consider their NYSESLAT proficiency level instead. However, our instructional plan for SIFE students is evolving. ENL teachers receive training through professional development workshops on SIFE identification and early assessment (i.e. Academic Language and Literacy Diagnostic/Alfabetismo y Matematicas) for this population. We keep in mind the unique needs of SIFE students who cope not only with the language difference, but also concerns that may arise due to lack of formal educational experiences and adjusting to a new culture. To address these needs, we focus on vocabulary, language patterns/structures and acquainting them with the culture of the school environment. Our plan for SIFE students is based on strategically placing them in classes where additional help from staff (teachers and/or paraprofessionals) speaking the student's home language is available. In addition to standalone ENL sessions four periods a week (180 minutes) and four periods of integrated ENL instruction (180 minutes), SIFE students would also be provided with additional instruction time during Small Group Instruction, Morning Tutorial, Expanded Learning Time/After School ELL Enrichment Program, Saturday Program, AIS and the ELL Summer Enrichment Program.

b. Entering and Emerging ELLs are pulled out four periods (180 minutes) and receive intensive standalone ENL instruction. Students receive an additional four periods of integrated ENL instruction (180 minutes). The program used in the standalone ENL program is "Everyday English," which provides ELLs with basic vocabulary categorized in thematic units (i.e. school, neighborhood, home, grocery store, etc.). ELLs learn phonics, conversational English, basics of sentence structure/grammar and even begin to read for comprehension (through the use of graphic comic strips related to the thematic units) and write simple sentences in English incorporating new vocabulary. The program used in the integrated ENL instruction for elementary school students is Reading Streets. The program used in the integrated ENL instruction for middle school is Literature.

c/d. ELLs receiving 4 or more years of ENL services according to RYOS (typically our Transitioning/Expanding ELLs) receive four periods of integrated ENL instruction (180 minutes) and are targeted for inquiry-based instruction, the school's after school program, morning tutorial, Saturday school and other intervention services (i.e. AIS, SETSS, etc.). These ELLs are given priority registration for these programs.

e. Former ELLs continue to receive two periods of integrated ENL instruction (90 minutes). Furthermore, they are programmed in classes with current ELLs; therefore, receiving the added supports provided by the push-in ESOL teacher and content teacher.

Additionally, former ELLs receive mandated testing accommodations for two years after testing Proficient on the NYSESLAT.

All ELL students, regardless of years of service, receive the maximum amount of mandated units of integrated ENL push-in services (180 minutes) to ensure their time is spent in the classroom. Students receive language support throughout the day, particularly in the ELA class and sciences in the middle school. All ELA Lessons incorporate language objectives and are differentiated for ELLs based on their proficiency levels with appropriate accommodations/support.

The After School ENL Enrichment Program for middle school students is taught by licensed ENL teachers, from 2:30pm-5:30pm on Thursdays and Fridays. This program is funded by Title III monies. Materials used for the program are the Journeys I program and NYSESLAT prep/practice workbooks. ELLs are grouped homogeneously according to their ENL proficiency level, regardless of grade, into one of three following groups: 1) Entering/Emerging ELLs; 2) Transitioning ELLs; and, 3) Expanding/Commanding ELLs.

The rationale behind the program is to provide middle school ELLs (especially targeted populations of Entering and long-term, Transitioning/Expanding ELLs) with extra support in order to perform at grade level on the NYS ELA/Math tests, Science and Social Studies MOSLs and test Proficient on the NYSESLAT. The goal of the program varies pending students proficiency level,

but generally it seeks to provide ELLs with activities that build/develop engaging discussions, vocabulary enrichment (BICs/CALPs), reading comprehension strategies and writing practice akin to the NYSESLAT prompts (primarily short responses based on informational texts). Additionally, the program provides extracurricular enrichment activities (cooking, art (varying mediums), chess, etc.) and homework help. The program is divided into three periods: instruction, recreational activity and homework help. Once students finish a Journeys I "Expedition," the teacher reinforces student learning through meaningful field trips, connecting content explored in the unit to further students understanding of the material in a real world context.

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 school ensures students' academic progress has not been adversely affected by the re-identification process through ongoing formal/informal assessments in ELA/ENL periods during the school year. At the beginning of the year, all students in grades 3-8 take the iReady assessment in ELA and Math. This data serves as a baseline for students' lexile level and helps ESOL and ELA teachers alike to better understand students' strengths and weaknesses in these content areas (i.e. ELA: phonemic awareness, vocabulary, informational text comprehension, narrative text comprehension; Math: computation, geometry, probability, etc.) and create appropriate quarterly SMART goals. Students are given this assessment again mid-year to gage their progress in ELA/Math and teachers use this data to revise quarterly goals accordingly. ELLs whose re-identification was approved that do not make adequate progress will be targeted for intervention services and receive differentiated supports that ELLs receive during integrated ENL instruction. These re-identified ELLs will continue to be tracked on six-eight week cycles to ensure they are making adequate progress with the addition of intervention services in their program.

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?

In grades K-5, teachers of ELL-SWDs use the Reading Street program. This program provides adapted materials such as ELD (English Language Development) and ELL readers. ELLs use graphic organizers, explicit modeling, reading partnerships, visuals and manipulatives, as well as support students' home language and culture.

In grades 6-8, teachers of ELL-SWDs use Literature and have an Adapted Reader's Notebook, ELL Reader's Notebook and/or Spanish Reader's Notebook. The companion reader's notebook to use is at the discretion of the SWD teacher (after conferencing with the ESL teacher).

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?

To attain English proficiency in the least restrictive environment and achieve IEP goals, ELL-SWDs are often placed in ICT classes. Additionally, the ESOL teacher pushes in to these classes during the ELA period to provide integrated ENL instruction. Some ELL-SWDs that need further support receive additional AIS services from a special education teacher (typically the same teacher that is providing ICT services on a particular grade).

If ELL-SWDs are either Entering or Emerging proficiency levels, they are pulled out an additional four periods (180 minutes) a week to receive standalone ENL. Such an environment allows teachers to meet both the language and special education needs.

Chart

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

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

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

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



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

Chart

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

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

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

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

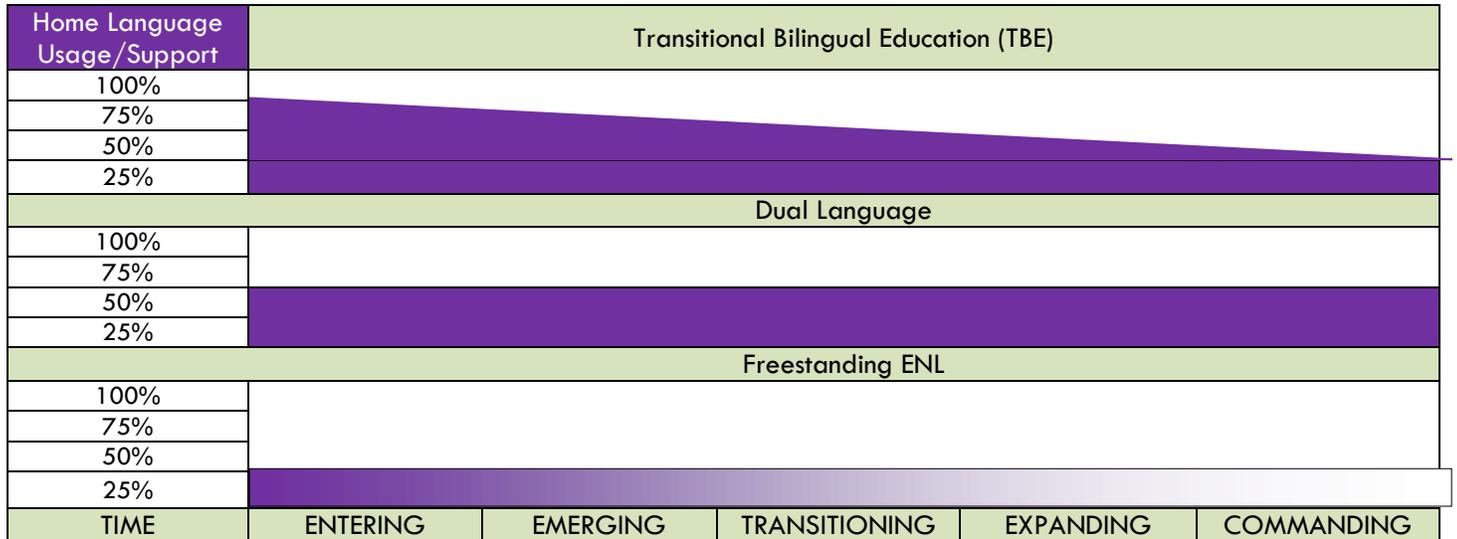


\*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

### Home Language Usage and Supports

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



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

The following intervention programs are offered to ELLs specifically:

- \*After School ELL Enrichment Program (ELA, Grades 6-8, English/Spanish)
- \*ELL Summer Enrichment Program (ELA/Math, Grades 3-8, English/Spanish)

The following intervention and enrichment programs are offered to ELLs (as well as the general education population) in ELA and Math:

- \*Morning Tutorial (ELA/Math, English)
- \*Regents: 8<sup>th</sup> Grade Integrated Algebra (offered to G&T class and select students, English)
- \*Expanded Learning Time (After-School Program (ELA/Math), English)
- \*Saturday Program (ELA/Math, English)
- \*SETSS (ELA/Math, English)
- \*AIS (ELA/Math, English)
- \*Speech (ELA, English)

Other programs (offered to students depending on their IEP, inclusive of ELLs):

- \*OT (English)
- \*PT (English/Spanish)
- \*Counseling/at-risk counseling (English/Spanish)

SEL and Extracurricular/Sports Programs (offered to all students):

- \*PBIS (English)
- \*Advisory (4R's Program, Be the Change, English)
- \*Each One, Reach One (teacher-student mentoring program, English/Spanish)
- \*Peer Mediation and Conflict Resolution (English/Spanish)
- \*Gentlemen's Club (male decorum/etiquette club for select middle school males, English)
- \*Lorraine Hansberry Eagles (boys basketball team, English)
- \*Lorraine Hansberry Lady Eagles (girls basketball team, English)
- \*Lorraine Hansberry baseball (co-ed, English)
- \*Lorraine Hansberry Eaglettes (cheerleading team, English)
- \*Unity Steppers (English)

Currently, there are no intervention/enrichment programs offered in Science and Social Studies; however, many materials used in the above mentioned programs provide informational texts rich with content from the sciences and social studies.

While ELLs (all subgroups, with a special focus on Entering, Expanding and all long-term ELLs), SPEDs, the school's bottom third and gifted students are targeted populations in Expanded Learning Time and Morning Tutorial. Nonetheless, all students are welcome as space permits.

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

TBD since current program model needs to be overhauled due to new mandates for 2015-16 SY.

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

All ELL students will receive more rigorous learning opportunities in the writing language modality within the established push-in integrated ENL model. Writing practice will be streamlined in accordance with the new NYSESLAT and focus on developing short constructed responses using evidence from the text to support opinions/ideas.

Entering and Emerging ELLs will receive 1 unit (180 minutes) of standalone ENL instruction. One period a week of this standalone instruction time will be devoted to discussion and developing ELLs oral language fluency.

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

NA

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

See #6e and #10 in this section.

The after school ELL enrichment program is taught by a licensed ESL Teacher, from 2:30pm-5:30pm Thursdays and Fridays. This program is funded through Title III monies. ELLs are divided into three groups: 1) Entering and Emerging ELLs; 2) Transitioning ELLs; and, 3) Expanding and Commanding ELLs. Material used for the program for Entering and Emerging ELLs is Language! (Level A). Material used for the program for Transitioning ELLs is Language! (Level C). Material used for the program for Expanding and Commanding ELLs is the Journeys I program. The rationale behind the program is to provide Entering-Commanding middle school ELLs (especially Transitioning/Expanding ELLs with 4+ years of service) with extra support in order to perform at grade level on the NYS ELA test and test Proficient on the NYSESLAT. The goal of the program is to provide ELLs with vocabulary enrichment, reading comprehension strategies and writing practice. Additionally, the program provides extracurricular enrichment activities (cooking, art (varying mediums), chess, fashion design, etc.) and homework help. The program is divided into three periods: tutoring, recreational activity and homework help. Once students finish a Language Unit or Journeys I "Expedition," the teacher reinforces student learning through meaningful field trips, connecting content explored in the unit to further students understanding of the material in the real world.

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.

Elementary School:

- \*Interactive digital resources (e.g. Big Question Video, Concept Talk Video, Envision It! Animation) - Pearson's Reading Street
- \*Visuals accompanying the oral and selection vocabulary
- \*Audio Text CDs and Background Building CDs
- \*Digital Path (offering readers different levels of text complexity)
- \*Pearson's ELL Adapted Readers
- \*Reading Sleuth (short, high-interest, complex texts)

Middle School:

- \*Audio reading of texts - Pearson's Literature
- \*Interactive digital resources (i.e. Videos: Get Connected Video, The Big Question, Meet the Author, Background Video; Vocabulary Central) - Pearson's Literature
- \*Personalized student access to most interactive digital resources online (given usernames/passwords)
- \*Pearson's ELL Adapted Reader's Notebook
- \*Pearson's Spanish Reader's Notebook

All ELLs:

- \*English/L1 dictionaries (as well as content area/specific dictionaries--i.e. science, math, social studies provided from the NYC DOE website)
- \*Spanish literature/supplemental texts in class libraries
- \*Differentiated ELL teacher accommodations (i.e. graphic organizers, sentence frames, word banks, etc.)

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

The school only offers Entering and Emerging ELLs a standalone ENL class and provides the push-in model when providing integrated ENL services for all other ELL proficiency levels (Transitioning-Commanding).

In the elementary school, Entering and Emerging ELL students are provided with adapted versions of Reading Street's main text selections and/or translations in their L1. During each unit, ELL students read books on themes discussed in the unit in their L1.

In the middle school, Entering and Emerging ELLs receive L1 support with the use of Pearson's Spanish Reader's Notebook (containing most of the ELA material from the original textbook and literacy skills translated into Spanish), which complements the CCLS aligned ELA curriculum, Pearson's Literature. Libraries in ELA classes with ELLs contain Spanish literature and English/L1 dictionaries. Additionally, middle school ELLs receive L1 support with the Spanish as a foreign language elective.

In some classes, students receive additional support in Spanish from bilingual teachers, paraprofessionals and staff.

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

See Part III. #2 and #9 and #10 in this section.

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).

See #10 in this section.

At the end of the school year, all incoming middle school students are invited to attend an orientation session to become familiar with the expectations of middle school (i.e. meet teachers, grading policy/Honor Roll, CCLS, extracurricular programs/activities).

ELLs are targeted to participate in the ELL Summer Enrichment Program--a month long, half-day program offered Monday-Friday in July. The program provides students with additional support in ELA and Math. Additionally, students in the program go on field trips across the city once a week.

19. What language electives are offered to ELLs?

Spanish as a foreign language is offered to middle school students in grades 7 and 8.

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)?

NA

## 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.)  
ELL personnel have been receiving in-house professional development support from the NYS/NYC Regional Bilingual/Education Resource Network, Fordham University Graduate School of Education. ENL teachers and teachers of ELLs will attend ELL Institutes organized by the university.

School staff will have the opportunity to benefit from monthly workshops organized either in-house through Fordham University or ELL Institutes organized by the NYC DOE OELL. A designated staff member holding a special education licence will attend the monthly workshops and then turnkey information to other teachers of ELLs.

Currently, ENL teachers are developing professional development for all teachers of ELLs. The workshop will focus mostly on making content comprehensible for ELLs through the use of the SIOP model. It will also encourage teachers of ELLs to develop heightened sensitivity to ELLs' needs that primarily stem from limited English proficiency and cultural knowledge. ELL teachers will receive Information on effective ENL strategies.

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?  
During the above mentioned workshops on the SIOP model teachers of ELLs will be able to practice writing both language and content objectives. The objectives are based on the NYS ESL Standards as well as Common Core Learning Standards. Since thoughtfully written objectives inform the remaining components of the SIOP protocol, teachers will need to gain a solid understanding of the CCLS and their role in designing rigorous instruction for ELLs. Additionally, in order to ensure that English language learners meet the rigorous demands of the CCSS teachers of ELLs will attend an in-house workshop on the six shifts in ELA/Literacy (Balancing Informational and Literary Text, Knowledge in Discipline, Staircase of Complexity, Text-based Answers, Writing from Sources, Academic Vocabulary.)

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
Support provided to staff to assist ELLs as they transition from elementary to middle school includes trainings on successful implementation of the advisory program and the Positive Behavior Intervention Program.

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.

15 % and 50% of total professional development time will be provided to all teachers and ENL teachers respectively on Mondays, during the 80-minute block of time immediately following the school day and on Chancellor's Conference Days for Staff development. The sessions will be conducted by guest speakers (One such recent PD, for example, was on Inclusive Teaching Strategies and on Meeting the Needs of Emergent Bilinguals. It was delivered by Hunter College staff and ENL teachers. Most recently, ENL teachers provided a PD on checking for student understanding.) Records for such professional development are kept as part of our ENL binder. They include both the agendas and attendance records.

### 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?

Our school provides annual/weekly Individual/group meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results and language development in all content areas. These meetings include, but are not limited to the following activities:

\*Parent Engagement Sessions (or other scheduled appointments at parent/teacher's availability)

\*Learning Fest

Parent Engagement Sessions are conducted weekly and may be informal walk-ins, or scheduled appointments with the ENL teacher/ENL Coordinator. These meetings may be conducted in person, over-the-phone or via email/Skedula--whichever is best suited to the parents needs.

In October, the school organizes a Common Core Workshop for parents of ELL students. This workshop provides assistance to parents in understanding state/national standards and assessments. It is focused on preparing students for the NYS standardized assessments--ELA, Math/STEM and NYSESLAT specifically. This workshop stresses the need for students to develop and expand their academic vocabulary--particularly cross-content, test-taking vocabulary (i.e. analyze, claim, organize, determine). It also provides parents with information (offered in English and parents' L1), so they can effectively become involved in the planning and decision-making needed to support their children and academic progress/success.

Learning Fest is an annual event that started in the 2014-2015 SY showcasing student work in the classroom/grade. Content area teachers within a grade, or a whole grade, organize student work along a given theme. Students create work, academic and creative in nature, to display for all parents and the community at this evening event. Students and teachers alike present their learnings to their parents/families.

Internatinal Night is an annual, potluck event. It encouraging all parents/families and the

Other parental involvement events (albeit not necessarily focused on students' academic progress in language) include the following: quarterly award ceremonies, Grandparent's Day, PTA/SLT meetings and grade/class field trips. In October, the school organizes a Common Core Workshop for parents of ELL students. This workshop provides assistance to parents in understanding state/national standards and assessments. It is focused on preparing students for the NYS standardized assessments--ELA, Math/STEM and NYSESLAT specifically. This workshop stresses the need for students to develop and expand their academic vocabulary--particularly cross-content, test-taking vocabulary (i.e. analyze, claim, organize, determine). It also provides parents with information (offered in English and parents' L1), so they can effectively become involved in the planning and decision-making needed to support their children and academic progress/success. Internatinal Night is an annual, potluck event. It encouraging all parents/families and the school community to celebrate our varied cultural backgrounds through food, traditional dress, music, dance and student performances.

Translation services are provided at all sessions/events (often by a bilingual parent volunteer).

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [\*ELL Policy Reference Guide, Parent Selection and Program Placement\*](#) section.  
Paste response here:
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.  
2. Records for annual individual meetings with ELL parents as well as outreach meeting parents' needs are kept in the ELL binder housed in the ENL Coordinator's room. A logsheet of phone calls/individualized parent meetings and the topics discussed/notes for follow-up are retained in the binder. Copies of outreach/workshop flyers and parent attendance to these events/activities are stored in the binder. The ENL teachers, ENL Coordinator and administration have access to this binder.

Additionally, in matters not related to the ENL program/ENL teacher specifically, the Parent Coordinator logs parent concerns/complaints and follows-up with these individuals/connects accordingly until the matter is resolved.

3. On an ongoing basis, the Parent Coordinator reaches out to parents asking if they are able to provide translation assistance for

varied school workshops, orientation sessions and events. The Parent Coordinator reaches out particularly in contacting Spanish-speaking parents and some of our lower frequency L1s (i.e. Arabic and Bengali), encouraging these individuals to attend school events and empowering them with a valuable role.

ELL parent involvement in our school primarily consists of the following:

\*Volunteering to assist with translation at PTA/SLT meetings, PTC, workshops and school events

\*Participating in ELL specific workshops, or other workshops offered by the school

\*Volunteering as chaperones on class fieldtrips

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Our school partners with the following agencies/CBOs to provide workshops and/or services to all school parents, including ELL parents:

\*Cornell University (healthy eating workshops)

\*Food Bank of New York (CookShop, healthy cooking workshop)

\*Hispanic Federation (literacy workshops for parents)

\*Morningside Center for Teaching Social Responsibility (after school programming, parents are welcome to participate in their extracurricular trips/outings)

\*New York University, Langone Medical Center (parenting/SEL family workshops)

Among parental needs addressed by the school are translation and babysitting services during workshops.

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

The needs of the parents are evaluated through responses to family language preference/ENL parent program choice forms, formal/informal feedback during PTA/SLT meetings, parent workshops and PTC, personal school surveys/feedback forms and the annual NYC School Survey. This information is used to analyze trends among parent needs and design workshops to effectively meet the needs of our parent population.

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

As a result of ongoing evaluation of our parent needs, our school offers services or conducts parent workshops with topics that include the following: parenting skills; health cooking/eating; understanding educational accountability, grade-level curriculum and assessment expectations; literacy development and extensions for parents of children in early childhood education; accessing community and support services; and, technology training to build parents' own capacity (i.e. writing resumes).

#### **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)
David Cintron	Principal		6/9/15
Eleanor Mytych	Assistant Principal		6/9/15
Michelle Gonzalez	Parent Coordinator		6/9/15
Wojciech Schneider	ENL/Bilingual Teacher		6/9/15
Andy Gomez	Parent		6/9/15
Nicole Boone/ELA	Teacher/Subject Area		6/9/15
Philippa Bishop/Science	Teacher/Subject Area		6/9/15
Vanessa Mapp	Coach		6/9/15
Kendra Johnson-Parham	Coach		6/9/15
Xioel Terrero	School Counselor		6/9/15
Rafaela Espinal-Pacheco	Superintendent		6/9/15
	Borough Field Support Center Staff Member		6/9/15
Stephanie Fox	Other <u>Speech</u>		6/9/15
Jeanette Guzman	Other <u>Pupil Accounting</u>		6/9/15
	Other _____		1/1/01



## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **12X214** School Name: **Lorraine Hansberry Academy**  
Superintendent: **R**

### Before you begin, please check the following:

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

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

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

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

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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.

To assess language preference of the parent community for both written and oral communication we use the Adult Preferred Language Report (RLAP), Home Language Identification Surveys, Language Preference Forms, formal and informal interviews with the parents, and Student Registration Forms.

Among parents who speak Spanish at home, 90% of those who returned the language preference form indicated Spanish as their preferred language for oral and written communication while less than 10% chose both English and Spanish. All other parents indicated their home language as their preferred language (either French or Bengali) with the exception of Arabic speaking parents whose preference was consistently English.

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.

Parents' preferred languages for both written and oral communication include English, Spanish, Urdu, Bengali, French, and Arabic.

## 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.)

Home Language Identification Survey (May-September)  
ELLs informational letters (Entitlement, Non Entitlement, Continued Entitlement, Placement, Non Entitlement/Transition, ELL Parent Brochure - September)  
Parents' Preferred Language Form (September)  
Back-to-School Night announcement  
annual family handbooks (September, June)  
newsletters (throughout the school year)  
calendars (September)  
parent-teacher conference announcements (September, November, March, May)  
parent workshop announcements (throughout the year)  
after-school program information (September)  
Learning Fest announcement (May)  
PTA meetings announcement (monthly, ongoing)  
SLT meetings announcement (monthly, ongoing)  
Breakfast with the Principal announcement (quarterly)  
Grandparents Day announcement  
Townhall Award Ceremonies (quarterly)  
Kindergarten and 6<sup>th</sup> Grade orientation (June)  
report cards (quarterly)  
New York State testing dates (March)  
letters from the principal (throughout the school year)  
field trip forms (throughout the school year)  
Book Fair announcement (biannual)

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

Formal face-to-face meetings include Open-School Day (September 18) parent-teacher conferences (November 20, March 12), and Learning Fest (May 6). Anticipated informal interactions will include family worker, parent-teacher coordinator and guidance counselor calls to parents.

## **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.

To ensure timely provision of translated documents to parents the Language Access Coordinator will create a tracking tool listing all planned events. Approximately four weeks before each event the LAC will contact staff members responsible for drafting related letters and have them translated to Spanish in-house by qualified school staff. In case of other languages the LAC will rely on the services provided by the Translation and Interpretation Unit. Translated versions will be mailed and/or backpacked together with the original letters.

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.

All staff will be given an informational PD session about interpretation services available in the school and through the LAC. Interpretation services can and will be offered by volunteer staff members who have indicated their availability and fluency on the School Staff Language Survey. The language of interpretation offered will predominantly be Spanish, which is consistent with our school's population. Should other interpretation services be necessary in other languages, over-the-phone interpreters will be used.

## **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.)

At the beginning of the school year, all staff members (including school safety) will be given an informational PD session provided by the ESOL teacher/Parent Coordinator regarding what translation services and over-the-phone interpretation services are available and how to use them. This session will orient staff with the following:

- 1) Greeting parents/guardians that speak languages other than English and how/who they can direct them to in the school
- 2) Distinction between the 9 "covered languages" vs. other languages
- 3) Materials available to/for parents/guardians that speak languages other than English (i.e. Welcome Poster, Language ID Guide, Parents' Guide to Language Access, etc.)
- 4) How to locate useful forms for parents/guardians that speak languages other than English on Intranet (i.e. Blue Cards, health forms, field trip forms and other letter templates, etc.)
- 5) How/when to contact LAC for translation services (i.e. for school-specific documents vs. when Title I/III funds need to be used for student specific documents, completion of Translation Request Form "Language Access Handbook," Appendix B, p. 20)
- 6) How to contact LAC for over-the-phone interpretation services
- 7) Location of language interpretation headsets and when/how they are used

Additionally, at the beginning of the year, all staff members will complete the School Staff Language Survey ("Language Access Handbook for Schools," Appendix H, p. 27). Staff members who indicate an interest and availability in providing their language skills as interpreters and/or translators regularly during the school term will be given an additional informational session on guidelines for the role as an interpreter for the school so that consistency is maintained in the building ("Language Access Handbook for Schools," Appendix D, p. 22). Furthermore, these individuals will be given information about the NYCertified Program and encouraged to participate upon approval from the supervisor.

## **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

The Welcoming Poster is hung at the entrance of the school. The Language ID Guide is available at the security desk, main office and Parent Center.

During orientation sessions (i.e. Kindergarten and Middle School Orientation for incoming 6th Graders) and at the beginning of the school year, the Parents' Bill of Rights, Parents' Guide to Language Access, Family Handbook and Language Preference Form are backpacked with students.

## **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)

The school will gather feedback from parents on the quality and availability of language transcription/interpretation services through the following mechanisms:

- \*Learning Environment Survey (in parents' L1/preferred language)
- \*School-specific surveys (in parents' L1/preferred language) to be completed via hard copy, or online with Survey Monkey (Title I/III funds will be used to translate survey questions). The online Survey Monkey can be completed in the school's Parent Center which has computers with Internet access specifically for parent use and the Parent Coordinator can assist parents as needed.
- \*Informal parent comments/feedback to school staff after parent workshops or other school events (i.e. Back to School Night, Learning Fest, International Night, PTC, etc.).