



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001): **10X226**

School Name: **P.S. 226**

Principal: **GLORIA DARDEN**

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: P.S. 226X – The Nadia J. Pagan School School Number (DBN): 10X226
Grades Served: Pk-5th Grade
School Address: 1950 Sedgwick Avenue, Bronx NY 10453
Phone Number: 718-583-5560 Fax: 718-583-5557
School Contact Person: Gloria Darden Email Address: gdarden@schools.nyc.gov
Principal: Gloria Darden
UFT Chapter Leader: Edgar Irizarry
Parents' Association President: Lisa Stewart
SLT Chairperson: Douglas Manzella
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Socomar Blumenthou
Student Representative(s): Student Council – Represented by Ana Dilia Matos - Guidance

District Information

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

Borough Field Support Center (BFSC)

BFSC: Cluster 6 Director: Jose Ruiz
Director's Office Address: 1230 Zerega Avenue, Bronx NY 10462
Director's Email Address: jruiz2@schools.nyc.gov
Phone Number: 718-828-7776 Fax: 718-828-3113

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 School Comprehensive Educational Plan (SCEP) 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)
Gloria Darden	*Principal or Designee	
Edgar Irizarry (Designee Francesca Rella)	*UFT Chapter Leader or Designee	
Lisa Stewart	*PA/PTA President or Designated Co-President	
NA	DC 37 Representative (staff), if applicable	
Socomar Blumenthou -	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Student Council	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>	
N/A	CBO Representative, if applicable	
Douglas Manzella	Member/ Staff Member – SLT Chair	
Melissa Erberti	Member/ Staff Member - Secretary	
Alayna Becker	Member/ Staff Member	
Jenny Paredes	Member/ Parent	
VACANT as of 1/6/16	Member/ Parent	
Jatawn Rodriguez	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Kethrenia Gonzalez	Member/ Parent	
	Member/	

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

The School Comprehensive Educational Plan (SCEP) 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 SCEP 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 SCEP 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 School Comprehensive Educational Plan (SCEP) 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 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.

The Six Elements of the Framework for Great Schools

Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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

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

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

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

Accountability Tools 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 informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement

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 SCEP 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:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** 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 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** 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: SCEP 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.

At PS 226, teachers are given the opportunity to work collaboratively on Tuesdays to look at student work through a structured inquiry block utilizing a selected protocol shared by the Teacher Leadership Program (TLP). Two teachers involved in the TLP are working with the School Development Committee (SDC) in support of the professional development being planned. The SDC in collaboration with the school administrative team has reviewed the school needs assessment data to determine areas of need for professional development in order to support teachers in their instructional practice. Professional development is given to staff for 80 minutes every Monday. Teachers are given 40 minutes of time on Tuesdays to meet with or call parents and/or hold workshops to support parents understanding of important educational topics identified by each grade level team.

P.S. 226 has also developed partnerships with the community to deepen both instructional practices and to foster social and emotional development for students through programs such as: LEAP, Ballroom Dancing, Chinese Dancing, Modern Dancing, Mighty Milers, Chess in the Schools, and Music on Wheels. Additionally, the school has allotted funds to hire outside consultants in the area of literacy, mathematics, and teacher effectiveness through companies such as: outside literacy and math consultants.

Our school mission is as follows:

P.S. 226 Mission Statement

It is the mission of Public School 226, The Nadia J. Pagan School, in partnership with parents and community to empower each student to reach high standards to achieve academic success for life long learning. We are committed to fostering an attitude of caring with respect for self, others and the environment.

P.S. 226 Vision Statement

We see our school, PS 226 as a community of learners where all members of the staff, students, and parents support and accept each other, and meet the needs of students. It is the hope that all members of our community will become lifelong learners, be flexible, embrace change, and become active participants in our school and in society at large. Ideally, all members of the community will be responsible and accountable. The members will respect themselves and others. The members will develop critical thinking skills and the ability to communicate effectively. We value the partnership, which exists between school, parents, and the community and the part it plays in realizing this vision.

PS 226 is committed to providing the fundamentals for effective technology education in our school building. These fundamentals may include but are not limited to:

- Building and communicating a shared, community-based vision that prepares students to live and work in the 21st century.
- Creating powerful learning environments/classrooms using research-based strategies that effectively use technology.
- Effectively integrating information and technology literacy standards into all areas of the school curriculum through a collaborative model. (intervisitations)
- Providing ongoing professional development for all staff in order to achieve effective teaching and learning practices.
 - Adequate funding to ensure adequate technology resources.
 - Access to the most up to date technology for all students, staff, and community members.

School Strengths/Accomplishments:

- Structure and a methodology of best teaching practices through the modality of Fisher and Frey
- Pedagogy is based on a research based framework – The Danielson Framework
- Teachers collaborate on and across grade levels, which include out of classroom teachers and other personnel such as SETTS, AIS/RTI, SPEECH, and ESL providers.
- We have a common core aligned curriculum in both literacy through the establishment of a home grown curriculum that is correlated with Ready Gen and the GO MATH mathematics program.

- The implementation of accountable talk is something that all classrooms utilize to foster discussion among students.
- Teachers analyze and triangulate data from student work products, in house benchmark and end of unit assessments, and state testing data to identify areas of strengths and areas of weaknesses.
- Teachers set goals for students in literacy and mathematics based on areas identified in the data as weaknesses.
- Rubrics in literacy are common core aligned and embedded in the units of study.
- P.S. 226 also has developed partnerships with the community to deepen both instructional practices and to foster social and emotional development for students through programs such as: LEAP, Ballroom Dancing, Chinese Dancing, Modern Dancing, Mighty Milers, Chess in the Schools, and Music on Wheels. Additionally, the school has allotted funds to hire outside consultants in the area of literacy, mathematics, and teacher effectiveness through companies such as: outside literacy and math consultants.
- P.S. 226 invites parents into the school building monthly to celebrate student success through our Student of the Month, Student of the Grade, Principal Honor Roll, Assistant Principal Honor Roll, and Attendance Breakfast.
- We have a strong student council that supports events and represents the school through a unified voice.

School Challenges:

- P.S. 226X needs a universal system for checking and/or oversight of the effectiveness of various programs.
 - Additional professional development is needed for teachers of special needs students around individualized education plans and how to meet the needs of students with both significant gaps in academic achievement as well as social/emotional development.
- P.S. 226 has a large number of ELLs who are struggling in both ELA and Mathematics. In 2014-15 we had only 1 of 19 students in grade three who were proficient, 1 out of 20 students in grade four who were proficient and no students in grade 5 out of 12. In mathematics we had no students in grade 3 out of 22, and only 1 student in grade 4 out of 21 and 1 student in grade 5 out of 18 that scored proficient. These students need additional support in order to close achievement gaps. These students will be provided with ESL instruction and the majority of these students will be invited to both an after school program for mathematics and Saturday program for literacy. All upper grade ELLs will be invited to receive Rosetta Stone on Fridays. In ELA there are 1 out of 19 students in third grade that met proficiency, 1 out of 20 students in 4th grade, and no students who met proficiency levels in 5th grade.

When the instructional leaders enter classrooms to observe instructional practice, they will hone in on these students that are exhibiting difficulty in mathematics to both support and ensure that these students are receiving scaffolds in their instruction to bridge gaps that are present in their education. When afterschool teachers began planning with administration for this after school program they utilized our GO MATH data from 2014-2015. Together we highlighted the ELLs that are having the most difficulty and second we highlighted the units where the most students scored low. We identified the units, standards, and skill-sets from there that we needed to work on over the 7-week cycle that the after school math program would take place.

We have identified place value as a standard across grade levels where there are gaps. Early Childhood having not acquired number sense is a contributing factor to why we are seeing difficulty exhibited in this area. Teachers will utilize GO MATH materials that were used last year (therefore as an example: grade 5 will use grade 4 materials) in a targeted way using the differentiation materials. By doing so, students will have the opportunity to work on standards from the prior grade of which they have not yet mastered in effort to close achievement gaps in mathematics and prepare students in meeting their current grade level standards this school year. Having additional time, teachers can be more thoughtful in their planning and smaller class size will enable teachers to more effectively target student learning needs.

Focus points for grade 3 math:

- * 3.MD.A.2 – Solving problems involving measurement and **estimation**
- * 3.NF.A.2b, .3a, .3b – Develop understanding of fractions as numbers

* 3.OA.A.3 – Represent and solve problems involving multiplication and division

* 3.OA.D.8 – Solve problems involving the four operations and identify and explain patterns

Focus points for grade 4 math:

* 4.NBT.B – Use place value understanding and properties of operations to perform multi-digit arithmetic

* 4.NF.A.2 – Extend understanding of fraction equivalence and ordering

* 4.NF.B.3/4 – Build fractions from unit fractions

* 4.OA.A – Use the four operations with whole numbers to solve problems

Focus points for grade 5 math:

* 4.NF.C5 – Understand decimal notation for fractions, and compare decimal fractions

* 5.NF.B.6 - Apply and extend previous understanding of multiplication and division

* 5.NF.B.4b & b.6 – Apply and extend previous understandings of multiplication and division.

* 5.NBT.A.3a – Understand the place value system

In literacy our focus points are as follows:

Grade 3:

* R.L.1,2,3,4, and 8

Grade 4:

* R.L.1, 2, 3, 4, 5, and 8

Grade 5:

* R.L.1, 2, 3, 5, and 8

The DTSDE Tenet(s) in which our school made the most growth during the previous year:

- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 6: Family and Community Engagement.

Key areas of focus for this school year:

Tenet 5: Student Social and Emotional Developmental Health

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. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	E
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	E
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	E
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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. 		
<p>STRENGTHS:</p> <ul style="list-style-type: none"> Rigorous Instruction – Common core shifts in literacy and mathematics we scored 25 and 50 respectively which is representative of a strength according to the Framework for Great Schools Report. How interesting and challenging is the curriculum? (1.1) – Proficient <p>NEEDS:</p> <ul style="list-style-type: none"> Quality of student discussion – We scored 66% according the framework for great schools report (2015) relative to the city score of 85%. In accordance with our 2014-15 school quality review: while pedagogy provides consistent instructional supports, including questioning and discussion techniques, the use of strategic entry points and extensions that foster deep reasoning in student work products varies across the school. Across classrooms visited, teachers employed a variety of supports to provide entry points into the lesson including charts, visuals, student groupings, use of the Smart board, manipulatives, and discussion. However, teachers unevenly executed supports across classrooms. Collaborative teachers – We need to improve school commitment. According to the data in the Framework for Great Schools Report (2015), we scored a 66% in this area relative to the city average of 85% Effective School Leadership – teacher influence was rated low at 39% according to the Framework for Great Schools Report (2015) relative to the city average of 61%. 		

- In accordance with the framework for great schools report (2015); while we are meeting student progress, we still need to continue to work towards meeting our performance targets. We scored 12.4% in ELA and 16.5% in MATH while the targets were 15.8% and 21.0% respectively.
- Although rated proficient on our 2014-15 School Quality Review, one area of focus is around developing teacher pedagogy from a coherent set of beliefs.

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 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016 P.S. 226 will move math proficiency scores from 20.0% to 24.0% by revamping and implementing curriculum unit-pacing guides in math. This progress will be measured by the April 2016 NY State MATH Test Scores.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Students will utilize ten-marks from October 2015 through May 2016. Teachers will be provided with professional development around the ten marks program. Math Olympiads Program for students who are at or above grade level.</p>	<p>Students in grades: 3-5 (Levels 1-4)</p>	<p>October 2015 – May 2016</p>	<p>Admin, students, teachers</p>
<p>We will continue to work with an outside math consultant whose Instructional Methodology and provide teachers with on-site coaching in order to continue to deepen</p>	<p>Specific Teachers (Lab sites)</p>	<p>September 2015 – June 2016</p>	<p>Teachers/ Admin/ Consultants</p>

<p>instructional practice around questioning and discussion in math.</p>			
<p>After school and FOCUS Tutoring Programs – With strategic emphasis on the particular standards of need where academic achievement gaps have been identified. These will be conducted in-house with approximately 2 sections in each grade level, grades 3-5 using per-session funds for approximately 7-8 teachers from October 2015 through April 2016. All programs will run Wednesdays and Thursdays from 2:20 – 5:00 p.m. as well as Saturday Academies to support our students who are identified in the bottom third.</p> <p>During the February mid-winter break we invited our enrichment students as well as levels 1 & 2 to school for a 15 hour intensive test program in ELA and Mathematics.</p> <p>For our low level 1's (bottom 3rd of students) we have launched a program called Catapult Intensive After school program to support students in ELA and Mathematics (test prep).</p>	<ul style="list-style-type: none"> -ELLS -IEP - Enrichment -Level 1 & 2 Students 	<p>October 2015 – June 2016</p>	<p>Students/ Teachers/ Admin</p>
<p>Parent Involvement – In addition to parent workshops by administration, teachers will lead parent workshops on a variety of topics that are designed from surveying parents and utilizing the feedback. Parents will be</p>	<p>Parents</p>	<p>September 2015- June 2016</p>	<p>Parent Coordinator, Teachers, and Administration</p>

<p>invited in every Tuesday to learn new topics and teachers will outreach to parents some of which will be particularly around mathematics topics to advise parents in how they can support their child at home.</p> <p>Parents will be given interim progress reports and end of unit parent letters for their GO MATH end of unit assessments; an open house will take place for parents to learn about the child's teacher and grade level standards. Newsletters will be sent home each month to parents. Important announcements will be sent home by flyer and by blanket phone messenger as well as on the parent Bulletin board and parent calendar.</p>			
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Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Human Resource: Title I Basic funds will be used for any after school training for teachers, admin, consultants will work together after school to revamp and update curriculum unit plans.</p>											
<p>Instructional Resources: Teacher teams and administration will revise and develop curriculum unit plans using GO MATH and additional outside resources such as Teacher's College materials.</p>											
<p>Scheduling: After school per-session will be allotted for the above work to take place as well as common planning time.</p>											
<p>Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III	X	PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>In January we average students' end of unit math assessments (Units 1-4). In addition to looking at end of unit GO MATH assessments, teachers will monitor student's ten-marks data monthly (teachers responsible for monthly data analysis). This data will inform us of the overall effectiveness of the curriculum revamping. Following every 8-week</p>

cycle of our after school programs, administration and teachers will analyze student work samples to determine students' average growth.

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. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	E
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	E
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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. 		
<p>STRENGTHS:</p> <ul style="list-style-type: none"> Supportive environment – Safety and order we were rated 98% according to the Framework for Great Schools Report (2015) where by the city scored at 95% in this area. -Supporting parents with the school Parent Coordinator All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes through Parent Association Meetings, Workshops held for parents by administration, teachers, and staff members as well as guidance. The school leader and student support staff work together to develop teachers’ ability to use data to respond to students’ social and emotional developmental health needs, so students can become academically and socially successful by building time into the schedule weekly (every Tuesday afternoon for 40 minutes) where a variety of workshops will be covered throughout the school year as identified by teachers as areas of need. A Discipline Committee was established in December 2014. A discipline-learning walk was conducted as well as a school wide discipline survey so that we could better understand the feelings around order and discipline being maintained. 		

NEEDS:

- Social/Emotional – We need to work on classroom behavior where we scored 72% while the city average was 85% according to the Framework for Great Schools Report (2015).

Press toward academic achievement – We scored 79% where by the city scored 89% according the Framework for Great Schools Report (2015).

- While we have been rated proficient in the area of school culture, we are continuing to deepen our practices around responsive classroom, a research and evidence based approach that we adopted over 10 years ago. This program develops competencies in 4 domains: engaging academics, effective management, positive community, and developmentally responsive teaching.

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 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016 we will move from 79% to 89% in the press toward academic achievement by reviewing and analyzing student data on a monthly basis to take note of student’s academic growth and make adjustments to plans as well as refine curriculum as needed. In these plans, we will look for aspects of differentiated instruction.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>After careful analysis of our school safety meeting data (OORs) we will put together action plans for students who are identified as tier II and/or tier III behavioral at risk. These students will be looked at and systems will be put into place in collaboration with guidance to support students in building new strategies for maintaining their behavior. Staff will receive the discipline handbook and training will be offered</p>	<p>Whole School</p>	<p>September 2015 to June 2016</p>	<p>School Safety Committee, classroom teachers, guidance, crisis-para professionals, and parent coordinator</p>

around Responsive Classroom.			
<p>In pressing toward academic achievement, students will be acknowledged in the following ways in effort to support students' social/emotional needs in order to grow academically: A.P./Principal Honor Roll, Student of the grade/month, perfect attendance ceremony, and in class-ceremonies with families. Students will be identified through monthly analysis of data. We will review and analyze running records in literacy and review GO Math end of unit assessment data in both cabinet meetings, at monthly grade level meetings with teachers, and writing through our weekly inquiry process on Tuesdays. By doing so we will be able to identify students who are at benchmark or above for our honor roll program as well as determine what supports are need for student success.</p> <p>Students were given a simulation test in both ELA and Mathematics in February 2016. Data was collected and analyzed. Students will be engaged in a test sophistication unit where they will receive support in the classroom through the use of center activities and guided instruction in the areas where deficits were found within the data templates.</p>	Students	September 2015 to June 2016	Teachers, administration, guidance, student council, and students

<p>In this data we will identify the subgroups that the students fall in so that we can determine if these students are students with individualized education plans and/or if there are patterns within the data of infractions by the same students.</p> <p>Our school safety team will work in collaboration with guidance to support students who are having difficulty behaviorally. Students who are tier III at risk will be assigned a big brother/big sister (older peer student) to mentor and form a relationship with the at risk student and act as a role model.</p>	Students	September 2015 to June 2016	School Safety Committee, classroom teachers, guidance, crisis-para
Parents of students who are having behavioral infractions will be notified and informed of the process in order to establish a collaborative and trusting relationship with families.	Parents	September 2015 to June 2016	School Safety Committee, classroom teachers, guidance, crisis-para

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Human Resources: Title I Basic funds will be used for any after school training for teachers, administration, consultants, and data committee.</p> <p>Instructional Resources: Teachers will be provided with data and tools such as the common core learning shifts and state standards to review on a monthly basis in order to adjust curriculum maps and lesson plans.</p> <p>Scheduling: After school per-session will be allotted for the above work to take place as well as common planning time.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21 st Century		C4E
X	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
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In order to check the effectiveness of the above action plan toward a press towards academic achievement, administration will review students' progress reports three times a year (November, March, and May).

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

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

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:		
<ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	E
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	E
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	E
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	E
Part 1b. Needs/Areas for Improvement:		
<ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (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. 		
STRENGTHS		
<ul style="list-style-type: none"> According to the Quality Review (2014-15), teachers provide consistent instructional supports, including questioning and discussion techniques, the use of strategic entry points and extensions that foster deep reasoning in student work products varies across the school. 		
NEEDS:		
<p>According to our 2015 Framework for Great Schools Report – We need better systems for teachers to collaborate with their peers in looking at student data and work samples as well as allowing teachers ample time to be innovative in their planning of next steps to meet the needs of students found in their analysis of student work. According to the 2014-15 school quality review report: Some student responses are too literal, as students are copying the text and not going deeper. As a school, we need to spend more time trying out our implementations from our inquiry work and reflecting on our practices. This school year, teacher inquiry will rotate and each teacher in a given rotation will present twice in back-to-back weeks on a Tuesday in order to build in time for analysis within the inquiry work as well as try out new ideas suggested by the inquiry team.</p>		

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 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016 we will increase from 69% to 79% in the area of collective responsibility as evidenced by the Framework for Great Schools Report 2016. This will be done through the implementation of a more refined means of looking at student work and planning next steps in writing for students in our inquiry work through the use of the consultancy protocol. Teachers and staff will meet every Tuesday afternoon from 3:10 p.m. – 3:40 p.m. to engage in this inquiry process.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>The use of monthly grade-level meeting templates (to show the monitoring of data and lesson planning as well as next steps for meeting the needs of students),</p>	<p>All teachers and students</p>	<p>September 2015 – June 2016</p>	<p>All Teachers, Administration, and Consultants</p>

<p>student self-assessments (grades 1-5), and student learning goals.</p>			
<p>Teachers will use the consultancy protocol selected by the school to look at student work in conjunction to reading material. Teachers will set norms for the inquiry process for the smooth and efficient running of the inquiry team. Teachers will analyze student baseline and MOSL assessment data. MOSL assessments will be utilized to assess the effectiveness of our inquiry process. Teachers will rotate between leadership roles within their grade level inquiry teams every two weeks. In each two week period, the presenter will present the first week and collect ideas/strategies from their team members to implement in the classroom in effort to close achievement gaps and goals set around those achievement gaps. Teachers will have a two week time period to put these strategies into practice and will then discuss the successes and challenges of their implementation with their team members. Teachers will work collaboratively to review data, analyze student work samples, create goals, research, and brainstorm strategies for supporting students. Teachers will complete an Online template around their work monthly. Teachers have agreed through the analysis of MOSL data to focus on our level 2 students of</p>	<p>Teachers and students</p>	<p>September 2015 – June 2016</p>	<p>All Teachers, Administration, and Consultants</p>

<p>which include both Students with Disabilities as well as English Language Learners.</p> <p>In February 2016 feedback on the inquiry templates were provided and to become more clear about our goals a new inquiry template was provided to give more structure and support to the initiative.</p>			
<p>Parents will be informed during our School Leadership Team meetings of the work that is taking place to meet the needs of students. Inquiry outcomes will be discussed at these meetings.</p>	Parents	October 2015 – June 2016	Parents, teachers, administration, and staff members
<p>In building trust, teachers and staff will create together the norms for looking at student work. Teachers and staff will collaborate and articulate the needs of students in a relaxed setting.</p>	Teachers, Staff members, and Administration	September 2015 - June 2016	Teachers, Staff members, and Administration

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> <p>Human Resources: Teacher teams, admin, and consultants will be provided with professional development time and will be allotted time to look at student work and plan next steps to improve student achievement in writing.</p> <p>Instructional Resources: Title I funds have been allocated for the use of professional learning material to guide our inquiry process as well as other materials.</p> <p>Scheduling: Common planning is built into the schedules.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside		21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		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.

Progress reports (November, March, and May) will be analyzed to see if students have made growth.

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

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

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	HE
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	HE
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	HE
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	HE
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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. 		
<p>STRENGTHS:</p> <ul style="list-style-type: none"> Effective School Leadership as referenced by the Framework for Great Schools Report (2015): Program Coherence (74% in comparison to the city-wide average of 85%) Effective School Leadership as referenced by the Framework for Great Schools Report (2015): Principal Instructional Leadership (83% in comparison to the city-wide average of 87%) <p>NEEDS:</p> <ul style="list-style-type: none"> Effective School Leadership as referenced by the Framework for Great Schools Report (2015): Inclusive Principal Leadership (82% in comparison to the city-wide average of 91%) <p>Effective School Leadership as referenced by the Framework for Great Schools Report (2015): Teacher Influence (39% in comparison to the city-wide average of 61%)</p>		

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 1b, and be written as SMART— Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016 we will have at least 10 teachers out of 32 who will engage in leadership roles in the school building. This goal will be measured by the number of teachers who become peer coaches, mentors, and members of our core school committees; which include, our responsive classroom implementation team, school safety team/building response team, school leadership team, and the school professional learning committee. This will be measured by school attendance records for the above areas as well as teacher applications for leadership positions.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>100% of teachers will have received at least four ADVANCE feedback reports and at least two informal feedback non-advance reports in order to support teachers to become</p>	<p>Teachers</p>	<p>September 2015 – June 2016</p>	<p>Teachers and administration</p>

<p>effective and highly effective in their teaching practice in alignment with the Danielson Framework. Teachers who are chosen for leadership positions will be selected through exhibiting effective instructional practices.</p>			
<p>Teachers will receive professional development around questioning and discussion and assessment to support all students including ELLs and students with special needs. This professional development will support students in nature of supporting teachers in being effective in their instructional practices. Working with consultants from various companies, teachers will engage in lab-sites and individual coaching sessions in order to further develop instructional practices.</p> <p>In February 2016 teachers opened their classroom doors and consented to having their lessons be video recorded as a means to share best practices with the school staff.</p> <p>Most teachers will have participated in a learning walk during the school year. At that time teachers will have the opportunity to visit various classrooms across grade levels to take low-inference notes on classroom instruction. Teachers then have the opportunity to align and</p>	<p>Teachers and Students</p>	<p>September 2015 – June 2016</p>	<p>Teachers and administration</p>

<p>code the notes to the Danielson Framework and then rate the teachers practices. Data is collected across all teams within the learning walk to get a picture of instructional practice across the school.</p> <p>Groups of teachers are being invited to visit P.S. 11M (Show case school) to see best practices and then turn key at least one of the practices evidenced during the visit.</p>			
<p>Teachers will be invited to apply for teacher leadership programs such as “Model Teacher, and Peer Collaborator.” Teachers will receive e-mails with digital sign-up sheets to participate in committees. In addition to leadership programs, informal leaders/teachers will be selected to participate in the school hiring committee.</p>	<p>Parents and Teachers</p>	<p>September 2015 – June 2016</p>	<p>Teachers and administration</p>
<p>Teachers will receive both advance and non-advance feedback that is informal via e-mail and/or verbal to further support the growth in their instructional practice, which will heighten the rapport and trust between the staff and administration.</p>	<p>Teachers</p>	<p>September 2015- June 2016</p>	<p>Teachers and administration</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Human Resources: Funding will be utilized for teachers and staff for professional development training as well as time spent for administration to analyze the data from ADVANCE and plan next steps for supporting teachers around their instructional practices and coordinate committees and other distributive leadership opportunities.</p>

Scheduling: Per-session funds will be allocated for committees listed above to take place after school hours and/or to send teachers out for professional development training.

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

	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		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.

We expect to see a 10% rise in the number of teachers that are joining leadership opportunities/school wide committees by January 2016.

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

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

Section 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. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	HE
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	HE
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	HE
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	HE
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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. 		
<p>STRENGTHS</p> <ul style="list-style-type: none"> The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success. This is evidenced by our school learning environment survey. Parents rated the school as follows: At my child’s school my child is safe 95%, there is an adult whom my child trusts and can go to for help with a problem 94%, students with disabilities are included in all school activities 95%, and teachers and staff treat all students with respect 93%. The school engages in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning. This is evidenced by the school-learning environment. Parents rated the school as follows: My child’s school...Keeps me informed about what my child is learning 95%, keeps me informed about services for me or my child, such as tutoring, after-school programs, or workshops at school 90%, makes me feel welcome 94%, communicates with me in a language I can understand 94%, is responsive to parent feedback 91%, has teachers who are interested and attentive when they discuss my child 92%, has high expectations for my child 92%, The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success. This is evidenced by the school-learning environment. Parents rated the school as follows: My child’s school makes it easy for parents to attend meetings by holding them at different times of day, providing an interpreter, or in other ways 93%, offers a wide enough variety of courses, extracurricular activities, and services to keep my child interested in school 90%, and gives my child extra help when he or she needs it 90%. 		

- The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success. This is evidenced by the school-learning environment. Parents rated the school as follows: My child’s school keeps me informed about my child’s academic progress 96%. This is done by providing parents with interim progress reports, and RTI reports between report cards. It is also done through time built into our schedule on Tuesdays for parents to meet with teachers about their child’s academic progress. Students are invited to after school or enrichment programs based on their academic needs. Additionally, newsletters go home to parents to empower and encourage them to understand the standards that students will be working towards each month.

NEEDS:

We need to increase teacher outreach to parents from 87% to 94% (city-wide average) as referenced by the Framework for Great Schools (2015).

- In accordance with our 2014-15 School Quality Review, we have been rated proficient in the area of school culture; which includes communication with parents.

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 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, we will increase teacher outreach to parents from 87% to 94% (city-wide average) as referenced by the Framework for Great Schools (2015) all grade levels will have held at least 10 parent workshops over the course of the school year for parents on a Tuesday as built into the school schedule. This will be evidenced by calendars from each grade level with the topic of the workshop, agendas, and parent signature pages from each event. This will be done by providing parent workshops that will be mapped out and letters will be sent home monthly with the topic of the workshop being held by each grade level team in effort to further support the school’s initiative to engage in effective planning and reciprocal communication with family and community stakeholders so that students’ strengths and needs are addressed.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>In terms of structures, parent workshops will be mapped out and letters will be sent home monthly with the topic of the workshop being held by each grade level team in effort to further support the school's initiative to engage in effective planning and reciprocal communication with family and community stakeholders so that students' strengths and needs are addressed.</p>	<p>Parents</p>	<p>September 2015 – June 2016</p>	<p>Teachers, administration, and the parent coordinator.</p>

<p>On February 24, 2016 we invited parents in for a testing and strategy information workshop. This 2 hour workshop consisted of grade levels putting together valuable information for parents/families to support their children at home. It also included a presentation on the common core learning standards in relation to the NY state ELA and MATH tests. Parents were also invited into classrooms to participate in hands-on learning activities that they can utilize in the home to support their children.</p>			
<p>Some workshops for parents will be around supporting Parents of ELL, Special Ed, and other high needs students so that parents can better assist their children at home, such as homework support.</p>	<p>Parents and Students</p>	<p>September 2015- June 2016</p>	<p>Teachers, administration, and parent coordinator.</p>
<p>All grade levels will have held at least 10 parent workshops over the course of the school year for parents on a Tuesday as built into the school schedule. This will be evidenced by calendars from each grade level with the topic of the workshop, agendas, and parent signature pages from each event.</p>	<p>Parents</p>	<p>September 2015 – June 2016</p>	<p>Teachers, administration, and the parent coordinator.</p>
<p>Letters will be translated in Spanish, parent Tuesdays will be in place for teachers to outreach, and our Parent Coordinator will support with parent outreach.</p>	<p>Parents</p>	<p>September 2015 – June 2016</p>	<p>Teachers, administration, and the parent coordinator.</p>

Part 4 – Budget and Resource Alignment

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

Human Resources: The parent coordinator, administration, and teachers will plan workshops to provide parents with information as to how they can best support their child at home.

Instructional Resources: Any materials/supplies for workshops will be purchased based on need and available funding.

Scheduling: Time is built into the regular school day for workshops to be held on Tuesdays from 2:25 – 3:10 p.m. and/or after school hours.

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

	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		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.

This will be evidenced by calendars from each grade level monthly with the topic of the workshops, as well as agendas and parent signature pages from each event held in September through June 2016.

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 at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	2014-2015 NYS ELA Data for Cycle I and ELA Assessment Tool Scores for Cycle II.	ELA Assessment Tool/ Leveled Guided Reading Wilson Foundations Rosetta Stone Achieve 3000 Wordly Wise Rally materials	Small Group & One-to-One Support	During the Day After School Saturdays, and February Break (3 days) intensive Guided Reading - Cluster push-in support
Mathematics	2014-2015 NYS Math Data for Cycle I and End of Unit GO MATH scores for Cycle II.	Strand-by-Strand (Small Group Instruction) Engage NY Ten-Marks Rally materials	Small Group Instruction	During the Day After School Saturdays, and February Break (3 days) intensive, Math Olympiad Enrichment program Math Cluster (specific grades)
Science	2014-2015 NYS Science Data	FOSS Investigations	Whole Class with Educational Assistant to support content	During the Day Science Academy – After School
Social Studies	End of unit assessments embedded in READY GEN	Vocabulary Development and Content Support	Small Group	During the Day

		Time for Kids		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	OORs occurrence reports and logs of support	At- Risk Counseling Behavioral and Social and Emotional	Small Group Classroom Support One-to-one	During the Day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Recruitment: DOE Sponsored Recruitment Fairs. Hiring committee to support the recruitment process.
Retention: All new teachers are provided with mentors and receive support through administration and consultants. Teachers have built-in time in schedules to collaborate. New Teacher Academy monthly meetings.
Assignments: Based on license area and/or school needs
Support: All Staff Members are provided with on-going support weekly, out of school professional development training, working with consultants, meeting with administration to discuss professional goals and needs, taking staff needs surveys and/or feedback surveys from attended training(s)

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
ELI (Executive Leadership Institute) – Provides PD for administration
SDC (School Development Committee)
Intervisitations/Labsites from highly effective teachers
Weekly PD (Danielson Framework, Inquiry Vertical and Grade Level, ELL, and Quality Review) of which includes Paraprofessionals
Consultants – Literacy, Mathematics, and Teacher Effectiveness

Part 3: TA Schools Only

3a. Use of Program Resources

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

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).

N/A

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/information, early intervention services, etc.).

Parent meetings are held for all incoming Kindergarten students of which includes all Pre-Kindergarten parents

Pre-K parent letter that is sent home monthly to inform parents of the curriculum and activities each month

Our Pre-K teacher attends monthly PD around planning in order to align lesson planning to the CCLS

Pre-K teacher also has a common planning time to meet with the Kindergarten teachers each week to discuss next steps for supporting students in the transition of Pre-K to Kindergarten.

Parents are invited into the classroom monthly for end of unit celebrations and/or activities

Students from Bronx Community College (pre-k program) visit the school

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

The Staff Needs Assessment Survey was conducted to gather information as to the specific areas of interest that teachers and staff members indicated they needed support in. Additionally, teachers are asked to complete a form after each workshop in order for administration to make informed decisions as to the next steps for continued teacher growth. Teachers receive an assessment calendar, which is discussed at grade meetings and is adjusted based on discussions.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to	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
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		Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	577,051.00	X	13, 16, 18, 20, 24
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	\$111,472.00	X	13, 18
Title II, Part A	Federal	188,916.00		
Title III, Part A	Federal	14,796.00		
Title III, Immigrant	Federal	0	X	13
Tax Levy (FSF)	Local	2,558,706.00		

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a):** To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.

- **Title I Priority and Focus School Improvement Funding:** To 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.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **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, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: 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 SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

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

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **PS 226**, 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. **PS 226** 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. The school will maintain this information.

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, Progress Report, Quality Review Report, Learning Environment Survey Report;
- Host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- Schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- Translate all critical school documents and provide interpretation during meetings and events as needed;
- Conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

School-Parent Compact (SPC) Template

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. **P.S. 226**, 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. **P.S. 226** will support parents and families of Title I students by:

- Providing the parents the opportunities to understand their child's curriculum through workshops and meetings with teachers.
- Supports parental involvement by encouraging meaningful participation in the life of the school through various activities.
- Holding monthly PA meetings, SLT and all sub-committees of all these bodies, Parent Teacher conferences, Movie Night, orientation meeting for incoming Kindergarten families, workshops, and continuing the use of our parent resource center.
- Notifying parents of upcoming events by: notices sent home regularly, Parent Bulletin Board, and our school website, www.ps226.org. In addition to the above-mentioned available parent meetings, the administration regularly distributes to every child all bulletins from the district in English and Spanish (as well as other languages needed to meet family needs) to take home to parents. The PA also prepares bulletins and informs parents of school activities for their children.

- Additionally, mailings are conducted at various times.

Our 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. Our 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 our 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. The school will maintain this information.

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, our 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 Schools Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- Ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- Maintain a Parent Coordinator to serve as a liaison between the school and families. Our parent coordinator meets with parents and supports teachers in translating documents and meetings when needed.
- Parent Coordinator works in conjunction with the PA to plan parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; so that parents are aware of the standards their children need to meet.
- Host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- Invite parents to PA meetings to support them in the decision making process as well as keeping them aware of the initiatives of the Chancellor;
- Translate all critical school documents and provide interpretation during meetings and events as needed;

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

- Plan and invite parents to our September Meet The Teacher Night
- Encourage meaningful parent participation on School Leadership Teams, Parent

Association (or Parent-Teacher Association) and Title I Parent Committee

- Continue to improve our Parent Resource Center/Area or lending library; to support parents with materials that help them support their child.
- Encourage more parents to become trained school volunteers, such as Learning Leaders through the Region.

- Provide written progress reports that are given at least twice per year to keep parents informed of their children's progress
- Develop monthly grade level newsletters, monthly calendar, and placing pertinent materials on the school web;

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will 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 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.

IV. Teacher Responsibilities:

- Parents and students will be provided with monthly newsletters to support their understanding of the content that students will be learning.
- The teacher will ensure that students are afforded consistent opportunities to actively engage in conversations within the classroom setting.
- Students will be given the opportunity to reflect on their academics and/or social well being, which include safety if necessary.
- Teachers will set academic goals with students based on current data across subject areas and students in grades 2-5 will learn to self-monitor their goals.
- Teachers will provide students with feedback on assignments daily, as well as monitor the progress of each individual student through the utilization of a checklist in mathematics through conferring with students in all other subject areas.

- Homework sheets will be signed off by parents to heighten the level of awareness as to what students are learning daily by-way also providing home-support to ensure that the work is completed. Homework sheets will also include key dates of activities and/or events.

- Parents and students will be provided with progress reports 3 times per year for grades K-2 and 2 times per year for grades 3-5. Parents will receive this information prior to formal report cards and parent conference meetings.

Parents and students will be informed at the end of each math unit of the score that students received on the unit test.

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. 226X</u>	DBN: <u>10X226</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>24</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>0</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _____ The 2013-2014 NYSESLAT data shows that a group of intermediate students in grades 2-5 need support in the English Language Arts as a whole. Additionally, students with individualized education plans who are ELLs will be included. Students who are in this subgroup will have additional services after school and Saturdays in the areas of reading, writing, and listening.

- The program will run over 5 Saturdays (1/24, 2/7, 2/28, 3/14, and 3/28) beginning in January and ending in March, a total of 15 hours of support. Students will be grouped by beginning level and another section with intermediate and advanced students with Ms. Larrea, and Ms. Montolio. The focus will be on literacy- reading, writing, speaking, and vocabulary development as well as reading in mathematics. Students will also receive after school on Wednesdays, Thursdays, and Fridays from 2:30 - 4:30 p.m. beginning January 7, 2015 and ending May 1, 2015. All instruction will be provided to students in English by an ESL teacher. Students who are beginning according to NYSESLAT data will be placed in one group with Ms. Larrea, and the other group will consist of intermediate and advanced students with Ms. Montolio. The focus will be on literacy- reading, writing, speaking, and vocabulary development as well as reading in mathematics.

- Materials for program will be purchased. We will be using common core aligned material - NYSESLAT practice books as well as reading material to support listening and vocabulary development.

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: _____ Professional development will be held the first week of January 2014 and there after will be conducted twice a month on Saturdays for one hour following the Saturday program.

- Teachers will receive training on how to assess student listening through read alouds and passages that are common core aligned. Additionally, teachers will receive training on usage of the purchased materials, planning for students of ELLs, and ESL methodology including the SIOP model. Teachers will also learn strategies for teaching students to comprehend and understand the content of a text as well as teaching vocabulary development with visual supports. Teachers will also learn how to use the writing rubric to assess students writing needs.

- It will be as follows:

Topic: To discuss new information on the New York State English as a Second Language Achievement Test (NYSESLAT)

Rationale: To get more acquainted with new information on the NYSESLAT data as it aligns with the Common Core Learning Standards, and provide more language support to our ELL students in the four

Part C: Professional Development

areas of literacy.

Date: 1/10/15

Time: 12-1 P. M.

Name of Provider: Ms. Montolio, our ESL Coordinator will be providing PD to teachers.

Audience: Bilingual and ESL Teachers

-
Topic: The SIOP Model

Rationale: To discuss in depth the Sheltered Instruction Observation Protocol (SIOP) Model and best support our planning and teaching practice to teach language and content matter.

Date: 1/24/15

Time: 12-1 P. M.

Name of Provider: Ms. Montolio, our ESL Coordinator will be providing PD to teachers.

Audience: Bilingual and ESL teachers

-
Topic: Teaching Reading Comprehension

Rationale: Based on our NYSESLAT data analysis and ELA test, our ELLs need more support in the areas of reading comprehension and vocabulary development. During this time, we will be discussing different reading strategies such as analyzing vocabulary in context and in isolation, reading for meaning through picture clues, and stressing the importance of utilizing high order thinking questions to facilitate comprehension.

Date: 2/7/15

Time: 12-1 P. M.

Name of Provider: Ms. Montolio, our ESL Coordinator will be providing PD to teachers

Audience: Bilingual and ESL teachers

-
-
-

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: _____ 1 Teacher (Yesenia Ortega) will engage parents in different activities around ESL: Parent workshops will take place from 3:30 - 4:30 p.m. every other Wednesday.

Teacher will focus on:

-
Topic: Knowledge of the NYSESLAT Test

Rationale: Parents will be able to get more familiar with this type of language assessment in order for them to provide extrat support at home. During the meeting, we will be discussing the NYSESLAT Test rubrics for the different grade levels as well as the areas in which students need to focus on.

Date: 1/14/15

Time: 3:30-4:30

Name of Provider: Yesenia Ortega

Audience: Parents of ELL students

-
Topic: Supporting parents with the Common Core Learning Standards

Part D: Parental Engagement Activities

Rationale: With the new shifts in literacy development, parents will be supported in understanding the standards by navigating ARIS link. We will discuss students' work and how it aligns to the new standards in order to increase high expectations.

Date: 1/28/15

Time: 3:30-4:30

Name of Provider: Yesenia Ortega

Audience: Parents of ELL students

- Topic: How to support students at home in reading, writing, and homework

Rationale: To provide parents with reading and writing strategies and support homework in these two areas. Additionally, most of our students need to continue reading and writing at home. At this workshop, parents are going to be able to go over the homework sheet and discuss high quality work that aligns to the Common Core Learning Standards.

Date: 2/11/15

Time: 3:30-4:30

Name of Provider: Yesenia Ortega

Audience: Parents of ELL students

-
-
-
-
- * Parents will learn how to navigate the public library
- * Creating a vocabulary rich environment in the household
-
- Our parent coordinator, Charlie Urena will inform parents of these activities via: School messenger, parent bulletin board, school website, and flyers home
-

Part E: Budget

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

Allocation Amount: \$ _____

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

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none">• Must be clearly listed.		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

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

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

District 10	Borough Bronx	School Number 226
School Name The Nadia Pagan J. School		

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 Gloria Darden	Assistant Principal Danielle Jawski, Doug Manzella
Coach Ms. Allison	Coach Matht Support, Mr. Michael
ENL (English as a New Language)/Bilingual Teacher Kilsia Montolio	School Counselor Ms. Matos
Teacher/Subject Area Enid Echevarria	Parent Carmen Cruz
Teacher/Subject Area Kendra Howard	Parent Coordinator Charlie Urena
Related-Service Provider Valerie Rivera, Jen Czeladko	Borough Field Support Center Staff Member type here
Superintendent Melodie Mashel	Other (Name and Title) type here

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	2	Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	4	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	1
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	1	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (excluding pre-K)	515	Total number of ELLs	132	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5
	<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12

This school offers (check all that apply):

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

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

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education	14	15	11											0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	132	Newcomers (ELLs receiving service 0-3 years)	117	ELL Students with Disabilities	22
SIFE	10	Developing ELLs (ELLs receiving service 4-6 years)	13	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	40			0						0
DL										0
ENL	92	10		13			0			0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 1

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE	14	15	11											0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
---	---

Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	31	25	22	21	18								0
Chinese														0
Russian														0
Bengali			1											0
Urdu			1											0
Arabic														0
Haitian														0
French					1	1								0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1	3	4	2										0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	6													0
Emerging (Low Intermediate)	2													0
Transitioning (High Intermediate)	4													0
Expanding (Advanced)	4													0
Commanding (Proficient)	17													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

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		1	2	4	2	8								0

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

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

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 Paste response to questions here:
 To assess early literacy skills for our ELLs in Spanish and English, we utilize Fountas and Pinnell (The Continuum of Literacy Learning) for grades K-2. The literacy components of this assessment reading program are interactive read aloud, shared reading, writing about reading, writing, technological communication, phonics, spelling, word study, and guided reading. As a school, we monitor very closely our students literacy progress. Part of this process entails setting specific reading goals for our ELL students. Therefore, as a school, we have developed a four part sheet data form tool, which shows the movement of students in terms of reading. This data form tool is done three times a year and it helps us view if the student is intensive (level 1), strategic (level 2), on level (level 3), and above level (level 4). As a result, we were able to notice that most students met their goals or moved at least three reading levels. In addition, we were able to use this informed reading assessment to set new goals, drive instruction, and plan for further differentiated lessons.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Paste response to question here:
 From the NYSITELL test, the students show a great understanding of vocabulary development. They will need more support in the area of speaking and the structure of the English language. As a result, we will implement cloze activities in which students are able to predict the structure to the English language related to the content area.
 P.S. 226 is implementing rigorous ESL skills to address the needs of our ELL population such as revising ENL strategies and language allocation for the different bilingual models we offer at the school.

 To annually evaluate our ELL population, we utilize the NYSESLAT data results and sub-areas in listening, speaking, reading, and writing to accommodate student's language needs, develop instructional lessons, and utilize the English proficiency levels to determine the mandated units of service students need to receive as it is stated by CR Part 154.2. At P. S. 226, part of our on-going assessment process is to implement the NYSESLAT practice test, which is done as an interim school wide test to find out more in depth

our student's language skills and performance and determine further academic intervention services we need to address in terms of their strengths and weaknesses of the students we serve. The main focus of our school is to use the results from the assessment to drive instruction and plan accordingly. In addition, we utilize the city wide mid year interim periodic NYSESLAT assessment test results and the combined modalities (listening/speaking, reading/writing) to align instructional ELL intervention services and programs as well as for grouping and differentiated instruction. Our Supplemental Program for our ELL students are focused around the NYSESLAT Modalities to determine areas of instructional support. For example, some students that scored at a lower level in English based on the NYSITELL/NYSESLAT were supplemented with Roseta Stone Technology Software and Ready Gen supplemental reading program.

Patterns and trends across the different modality levels of the NYSESLAT reveal that a high percentage of our students in the upper grades moved at least to one level of proficiency of the English language in the areas of reading and writing. Teachers will continue using ENL methodology and instructional materials that will move them to proficiency level. Through the ELL Periodic Assessment, we will focus on strengths and weaknesses to further support our ELL population in the four literacy skills of the NYSESLAT test. We will utilize the results from the Periodic Assessment in order to develop an action plan and drive instruction.

In the area of writing, students learn strategies that will help them to become independent writers, through the use of the writing process and a variety of genres. During the writing process, our ELL students focus on learning specific writing skills and the structure of the English language. Consistently, teachers model these language skills by analyzing children's writing work and at the same time making good use of the writing rubrics, standards and performance indicators. In addition, the NYSESLAT modality analysis across grade shows that students who scored at beginning and intermediate levels of this assessment are in grades one, two and three. This year, we will continue implementing more hands on activities to foster more comprehensible input as well as to implement the SIOP Model to develop more content and language learning across the different subject areas. Additionally, we have created our writing curriculum units with more emphasis on non-fiction and complex texts to support our students with the new shifts on the Common Core Learning Standards.

The NYSITELL data and analysis reveals that few students (newcomers) scored at entering level of this test. Most students scored at the Expanding level on the NYSITELL test. Our academic plan consists of providing students with the tools to learn native language as well as to learn social and academic language in English through a balanced literacy model with the incorporation of poetry, read aloud, shared reading and accountable talk to promote oral and listening skills.

In the home language tests (LAB, Fountas & Pinnel) data also shows that most of our students need support in phonemic awareness in Spanish. To provide more support in native language, we are using the Fountas and Pinnel Program to address the different reading levels and needs. In addition, our bilingual coordinator, Ms. Echevaria, supports our upper grade Entering and Emerging students in small group instruction in Spanish and in the area of math.

Additionally, our ELL population will receive extra Integrated ENL (maht, ELA) support through our departmentalized homerooms in grades four and five. Through this model, Ms. Echevarria, Ms. Guerra and Ms. Howard, our bilingual teachers will support teachers and students, in small group settings. ENL lessons are geared to support the language levels of the students (Entering, Emerging, Transitioning, Expanding, and Commanding). To further support students in the Common Core Learning Standards, they will scaffold strategies for learning content vocabulary and analyzing complex text materials through group discussions. At the Entering and Emerging levels of the NYSESLAT Test, students are more engaged in hands on activities, visual aids in order to support comprehensible input. The goal of our small group instruction service is to provide our ELL students with the tools to learn language skills and content. Our Transitioning and Expanding students are immersed in literacy activities that promote vocabulary and language structures of the English language. In addition, the students are engaged in group discussions and writing activities, where they learn to negotiate ideas and enhance their oral language skills, grammar functions, and academic language in order to achieve goals to meet higher standards and attain proficiency in English. Part of our Academic Intervention Services at the school, our ELL population are grouped according to the areas of needs, which is based on the combined modalities of the NYSESLAT (listening/speaking and reading/writing).

In the After School Program, students are highly engaged in literacy skills that enhance the development of vocabulary, reading and writing, test prep strategies, and constructive conversational skills in order to continue improving in the areas of listening and speaking. Technology is used to incorporate literacy, and accelerate academic language in the second language of instruction (ENL). The after school program funded by Title III programs will be conducted twice a week for about three hours including some sessions on Saturdays (starting in September.) ELL students in third, fourth and fifth grades will be participating and will receive language support in literacy development.

In addition to the NYSESLAT and the ELL Periodic Assessments, we measure the progress of our ELL population by utilizing various methods and modes of continue achievement. Our Inquiry Team looks very closely at students' data and individual skills. This information is used to support teachers and academic instruction. As a school, we are continuously gathering information to assess progress toward established goals, and measuring how strategies are working. Therefore, our evaluation consists on focusing on program goals, using the standardized rubrics, criteria, assessment checklists, selecting indicators of students' achievement and program, collecting information and analyzing it for continuous program improvement. Additionally, the effectiveness of our program development consists in training staff, providing quality instruction, developing English language skills, notifying parents of program options and activities, identifying program weaknesses and strengths which will be done through our common grade meetings with bilingual teachers.

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

Paste response to question here:

P. S. 226 will utilize the results from the Title III Annual Measurable Achievement Objectives (AMAOs) to group our students according to language and academic needs based on the three definitions:

One: To determine how many students are making progress (at least one year of progress on the NYSESLAT Test) in learning English and at which grade levels students are making greater gains.

Two: To develop a more consistent plan for students that at the expanding level of the NYSESLAT Test in order for them to acquire English language proficiency for the current year.

Three: To provide more support across the different grade levels with scaffolds on the Common Core Learning Standards in order for students to meet grade-level academic achievement in ELA, Math, and Science.

4. For each program, answer the following:

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

Paste response to questions here:

Based on the Fountas & Pinnel (F & P) reading assessment, administered in the home language, our students stand to fare better in Spanish than in English with some exceptions. Seven out of twenty students in our Bridge Bilingual 1-2 class are new to the country and score level A on the F & P assessment; these same students score a level A in English. In the home language, most students are between level C and level I, and the highest level is an L. In English, the highest level is a K in this this Bilingual classroom. In our Bridge Bilingual K/1 class, eleven out of twenty are between levels A-D in Spanish, and highest level H on this assessment. Fountas and Pinnel in English was administered in this class and the data shows that the highest level is D and most students are at either level A or B on this reading test. As a result, our plan will consist of implementing a high emphasis on home language instruction and focus on specific skills such as shared reading in Spanish, vocabulary development, reading strategies for learning and chunking words and creating higher order thinking questions to boost comprehension and fluency skills.

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.](#)]

Paste response to question here:

At P. S. 226 to ensure that all students, including academically at-risk ELLs receive rigorous instruction and their needs are met, we follow the protocol according to the Response to Intervention Model For ELLs. the RTI Model is designed to: determine whether students are benefiting from an instructional program within a reasonable time; build more effective instructional programs for students who are not benefiting; compare the efficacy of different forms of instruction; design more effective, individualized instructional programs; reduce inappropriate referral rate; increase educational opportunities for linguistically and culturally diverse populations. To meet our ELL population specific needs when implementing the RTI model, we take into consideration the home and the new language proficiency, including their educational background and socioeconomic status, and an examination of classroom instruction.

The process of the RTI Model at P. S. 226 consists in identifying students that are struggling in the classroom and provide them with interventions that will address the areas of academic needs and language of support, monitor progress and help them succeed at school. Our RTI is based on the following three-tiered model:

- . Provide students with an assessment at the beginning of the year (baseline writing, reading and math assessments) and implement high quality instruction in the classroom
- . Provide small group instruction (Ms. Seemen, Ms. rivera, and Ms.Czelako), increase instructional time (6-8 weeks) and monitor progress

. Increase the support through individualized instruction and involve parents in the process by providing them with skills, in which they can also support at home

All of these steps are in placed at P. S. 226 for effective prevention to referrals to Special Education and to support academically at-risk ELLs.

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

Paste response to question here:

Based on NYSITELL, NYSESLAT Tests, and other early literacy assessments implemented here at P. S. 226, we as team determine that a student's second language plays an important role in learning English as a New Language (ENL). According to research on Bilingual Education and language acquisition, when students are instructed in their home language, they can transfer the skills they learn into the second language and hence perform better in different subject areas. At the time of registration, students are assessed using the NYSITELL and the LAB, which is done in Spanish, to determine the language of dominance and provide them with appropriate program placement for the new school year. Parents that are provided with this assessment information have an input on whether or not to choose bilingual or ESL instruction.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the target language?
- b. What is the level of language proficiency in the target language for EPs?
- c. How are EPs performing on State and other assessments?

Paste response to questions here:

N/A

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

Paste response to question here: To provide our school with continuity of instruction in reading, we provide teachers with benchmark levels according to Common Core Learning Standards. When students are assessed, we implement baseline and endline to measure language and content. Additionally, in reading we utilize the Fountas & Pinnel assessment to measure the benchmark levels 3 times per year and based on the results, we provide information to parents to support their children in reading at home. Also, teachers utilize this information to provide more support with individualized instruction. If students are not meeting benchmark levels, teachers regroup students to strategize instructions and they also receive Academic Intervention Services (AIS). In math, we utilize Go Math end-of-unit assessments to check mastery of concepts and skills. The benchmark levels for this assessment are "Below, Approaching, At Benchmark and Enrichment". Students who are on Below or Approaching levels of this math assessment receive small group instruction.

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.

Paste response to question here:

There are approximately 515 students at P. S. 226 school community. We have students from different ethnic backgrounds: African, American, Middle Eastern, etc. However, we have a great influx of students who come from different Hispanic backgrounds (The Dominican Republic, Puerto Rico, Mexico, Ecuador, etc). Out of the 515 students, about 132 are active English Language Learners (ELLs), variably at different English language proficiency levels based on the New York State Identification Test for English Language Learners (NYSITELL) and NYSESLAT tests (Entering, Emerging, Transitioning, Expanding and Commanding). The school has a great influx of students whose primary language is not English. The school offers programs such as Transitional Bilingual Education in Spanish, ESL Pull-Out and ESL Push-In models for those students who speak other language than English.

For the past few years, our school community has had a great influx of students from different ethnic backgrounds, mainly parents whose children are from Hispanic backgrounds. These students tend to be new to the country or either born in The United States. Our ELL initial identification process begins at time of registration with the Home Language Identification Survey (HLIS) responses, and an oral interview, in which our Bilingual Team (Ms. Rivera, Ms. Howard, Ms. Echevarria and ESL trained state certified provider, Kilsia Montolio) are highly involved in order to determine Bilingual ESL services. Our goal as a school is to identify those students who are entitled to ELL services and align parents' program selection with programs available at the school and to provide information on

other program choices offered in New York City schools.

- First, when parents enroll their child at P. S. 226 school community, it becomes our responsibility to conduct an oral interview in English and in the home language (mostly in Spanish) and for those students who come from a different language background, parents support in the process to obtain a more holistic and comprehensive picture on the child's and parent's home language background. This procedure includes a set of questions that mostly comes from the Home Language Identification Survey (HLIS) and a set of question models that we provide at P.S. 226, in which the parent and child demonstrate fluency of both languages as well as how often these languages may be used at home, with siblings, and other caregivers. Throughout the interview parents are also provided with important information about the purpose of the assessment and their input as active participants in their child's education at school.

After the interview and providing information to the parents about CR Part 154.2, and administration of the ELL test, the NYSITELL is administered to students who speak other language than English within ten school days. For students that speak other language than English and have an IEP, the Language Proficiency Team (LPT), which is composed of our trained staff (For those students who have an IEP, the Language Proficiency Team (LPT) discusses the NYSITELL administration. This team consists of the following members: Ms. Darden, Principal, Ms. Jawski, Assistant Principal, Ms. Acosta, School Psychology, Ms. Montolio, ESL Coordinator, Ms. Rivera, Related Service provider) determine the NYSITELL administration. In the transition of the Bilingual Orientation, parents have the opportunity to view the video from the DOE in order to make an informed program choice on the three programs offered by the Department of Education of New York City. All compliance forms are carefully explained to the parents on how to fill them out by our Bilingual Team. After the administration of the NYSITELL, Ms. Montolio shares the results of the test with parents individually. Additionally, parents are informed about their child's ELL eligibility and non-eligibility status. Also, they are provided with more information on their child's language of proficiency and program forms, which include entitlement letters and non-entitlement, program choice forms, and parent survey. For those students who come from Hispanic backgrounds and do not acquire Commanding level on the NYSITELL, we administer the Language Assessment Battery (LAB) in Spanish.

The LENS is administered to students who enter above second grade level and show low performance in reading and in math. Additionally, when program choices are not available in the school, we recommend parents to be assisted by our parent coordinator, Mr. Urena, who provides more support on bilingual programs available at other schools and transfer information.

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).

Paste response to question here:

The process for determining SIFE status at P. S. 226 begins at the time of registration with:

- . The completion and interview of the Home Language Survey, and in which parents indicate prior schooling.
- . When the LAB is administered and students show difficulties reading or writing in Spanish
- . When in the school the student is administered the Fountas and Pinnel reading assessments in the Home and New Language (English and Spanish) and the child is below grade level (at least two grade levels).
- . During the administration of the math baseline diagnostic assessment and students demonstrate two years or more below grade level.

As a result of all of this information on these assessments in order to determine SIFE status, students who are newly identified, are in grades 3-9, and are at the entering or Emerging level of proficiency based on the NYSITELL Test will be going through the SIFE Identification process:

1 to administer the oral interview questionnaire

2 for students who speak a home language of Bengali, Chinese, Haitian, Arabic, Creole, or Spanish, the Literacy Evaluation for Newcomer SIFE (LENS) administered

3. All SIFE status information is entered in ATS (BNDC Screen) no later than 30 days of 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).

Paste response to question here:

In order to determine NYSITELL administration/eligibility for students entering with an IEP, at P. S. 226 we have formed our Language Proficiency Team (LPT). This team consists of the following members:

Ms. Darden, Principal

Ms. Jawski, Assistant Principal

Ms. Acosta, School Psychology

Ms. Montolio, ESL Coordinator

Ms. Rivera, Related Services

When determining the NYSITELL administration we make sure that:

- . We review the student's English language development
- . We may recommend the student takes the NYSITELL based on this review and the identification process continues as with all students
- . WE may recommend the students do not take the NYSITELL, the superintendent is informed through the Language Proficiency Team NYSITELL Determination Form for review
- . We make sure parents are notified within 3 days of the final decision

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.

Paste response to question here:

As Per Part 154.2, at P. S. 226, we have on-going Bilingual Parent Orientations throughout the year done on one-on-one meeting, small group in the library and school orientation at the beginning of the year. They are conducted by our Bilingual Team During the orientation, parents are invited and informed about their child's NYSITELL results and at the same time, they are provided with more information on program choices and compliance forms, which include entitlement letters and non-entitlement, program choice forms, and parent survey. As a result, parents are given the choice to take the compliance forms home or sign them at orientation. For the most part, parents tend to sign at time of the orientation with the support of our Bilingual Team. For those parents who decide to take the compliance forms home, we keep a log on those parents that yet need to return them on the mandated time. We also, make every effort for them to bring the forms back by calling the parents and providing appointments through letters to individual students.

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 here:

To provide parents with information the right to appeal the ELL status within 45 days of enrollment, we will conduct a bilingual parent orientation at the beginning of September. During this orientation, they will also be provided with the re-identification process if they believe that their child has been mis-identified.

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.

Paste response to question here:

In the transition of the NYSITELL test our Bilingual Team supports the Bilingual Orientation in which parents have the opportunity to view the Parent Orientation Video from the DOE in order to view the three program choices available in New York City and make an informed program choice. At this time, we also take the opportunity to discuss the language allocation for ENL Dual Language and TBE Models. Additionally, they are provided with more information on program choices through the Parent Guide for ELL students and the ELL compliance forms, which include entitlement letters and non-entitlement, program choice forms, and placement letters. In addition, for those parents who do not attend the orientation, we provide a parent orientation letter to teachers, and make phone calls home within the 10 day of school enrollment.

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.

Paste response to question here:

To keep track of program choices and compliance forms, we create an ELL binder and tracking sheet to notice parents choice and NYSITELL results. Also, we utilize the binder to track at which grade level parents tend to choose Bilingual Education or ENL models. This year, we are offering more Tranistional Bilingual Education across the different grade levels for those students who come from Spanish backgrounds as a result of program choice selection forms. To make sure we comply and forms are returned within the 10 day of school enrollment, we keep track of admission dates at time of registration, which is done along with Ms. Alvarez, the Pupil Accounting Secretary, Ms. Montolio, NYSISTELL Coordinator and teacher.

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

Paste response to question here:

At time of the Bilingual Orientation supported by our Bilingual Team, parents have prefered to fill out and sign the compliance forms at the school site.

All compliance forms are stapled together and reviewed by our ENL Teacher and NYSITELL Coordinator, Ms. Montolio, in order to make sure all forms are completed appropriately. Agendas and sign-in sheets are also kept in the binder to assure parent attendance.

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

Paste response to question here:

The ELL compliance forms, which include entitlement letters and non-entitlement, program choice forms, and placement letters are available at time of the Bilingual Orientation for parents. Parents also receive information on how to fill out these forms after viewing the Parent Orientation Video.

In addition, for those parents who do not attend the orientation, we provide a parent orientation letter to teachers, and make phone calls home within the 10 day of school enrollment. Our parent coordinator, Mr. Urena, also supports in this process.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
 Paste response to question here:
 The ELL documentation is kept together in the student cumulative folder. This includes placement letters and program choice along with the Home Language Survey. The other documents, which includes entitlement and non-entitlement letters are kept in the Bilingual binder along with a tracking sheet.
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.
 Paste response to question here:
 The RLER report is generated from ATS to determine which students are eligible to take the NYSESLAT. To confirm the number of our ELL students that must take the NYSESLAT, we also verify through an official class list and count the students that need to be tested. Before the administration of the test, we conduct a NYSESLAT meeting to share information about new updates on the NYSESLAT test and provide training to those teachers that may be involved with the NYSESLAT testing administration. During this meeting, we provide information on testing accomodation for all ELLs and IEP students, grade bands (K, 1-2, 3-4, and 5-6), and testing organization.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
 Paste response to question here:
 A parent meeting is conducted at the beginning of the school year (September) to provide parents with ELL expectations, Common Core Learning Standards, as well as compliance forms. The parent Coordinator, Mr. Urena supports the orientation with translation services. During this time, our Bilingual Team provides parents with NYSESLAT results and information on transitional services for those students who have reached Commanding level on the NYSESLAT test and are entitled to receive 90 minutes of support in ENL.
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).
 Paste response to question here:
 As per the Aspira Consent Decree, we have created Transitional Bilingual Education across the different grade levels (K-5). For the past few years, parents have chosen Transitional Bilingual Education, especially in the early grades. These students are either born in the United States or are new entrants to the country. Based on parent choice and NYSITELL results, parents tend to choose Bilingual Education so that they can support at home with home language instruction. As a result, we currently have a kindergarten bilingual class with about 15 bilingual students and a 1/2 bridge bilingual class with about 20 bilingual students, etc.. In addition, we have transfer students that may be at the Entering and Emerging levels of the NYSITELL/ NYSESLAT and parents tend to request bilingual instruction across the different grades.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
- Freestanding ENL program.
 Paste response to questions here:
 For the ENL model, students at the Entering level will receive 360 minutes of ENL instruction, which includes 180 minutes of standalone ENL and 180 minutes of integrated instruction (ELA). For the Emerging level, students will receive 360 minutes of ENL instruction, which includes 90 minutes of standalone ENL, 180 minutes of integrated ENL/ ELA instruction and 90 minutes of standalone or integrated ENL through the content areas. Students at the Transitioning level will receive 180 minutes of ENL instruction with distribution of 90 minutes of ELA and 90 minutes of standalone or integrated ENL. At the Expanding level, students only receive 180 minutes of ENL/ ELA or other content area instruction. Students who, on the NYSESLAT Test, move to the Commanding level will receive 90 minutes of integrated ENL/ELA or other content area instruction for two years of support.
 - TBE program. *If applicable.*

Paste response to questions here:

Our Transitional Bilingual Model supports students in ENL and home language acquisition. This model has a Home Language Arts component, in which students will develop skills in the home language that support literacy in speaking, reading, listening and writing. Additionally, there is an ENL component in English to develop skills in the four modalities and a third component with a minimum of two content area subjects in both the home language and in English. Students at the Entering level will receive 75% of instruction in their home language and 25% in English; for the Emerging level 60% of instruction is in the home language and 40% in English; for the Transitioning level, 50% of instruction is in the home language and 50% in English and at the Expanding level, they will receive 25% of instruction in Spanish and 75% in English.

c. DL program. *If applicable.*

Paste response to questions here:

N/A

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)?

Paste response to questions here:

To comply with CR Part 154 with mandated minutes delivered for the different program models we offer at the school, we follow the guidelines stated in the English Language Learner Policy and Reference Guide 2015-2016. Each language level specifies the number of minutes of standalone ENL and integrated instruction for the different content areas in which students must be instructed according to CR Part 154-2 (K-8) units of study. For the Bilingual model, the language allocation of instruction also depends on the student NYSESLAT level and in which they will receive more support in the home language.

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.

Paste response here:

All instruction in the Transitional Bilingual Program is geared to developing home language skills and at the same time is Common Core aligned. It also prepares our students for college and career readiness. In the content areas of Social Studies, students who are at the Entering level will receive 180 minutes of integrated instruction and 90 minutes for Emerging level students. Additionally, students will receive reading and writing in their home language for one period each day.

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

Paste response to question here:

At the beginning of the year, P.S. 226 implements a Baseline writing assessment to provide support in this area to our students. For the bilingual classes, the writing assessment is implemented in Spanish to provide more support in the home language. Also, this writing assessment is done three times per year to monitor progress and help teachers to adjust lesson plans for instruction.

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

Paste response to question here:

The Fountas & Pinell reading assessment is implemented to monitor phonics skills, concepts of print, fluency, comprehension and reading strategies. For the modality of listening, we have created listening centers in the classroom, read-alouds and NYSESLAT listening practice. In the area of speaking, we follow the constructive skills models aligned to the Common Core Learning Standards to create group discussions and accountable talk. For writing, we provide a writing assessment three times per year, compare results during Professional Development meetings.

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

Paste response to questions here:

For SIFE students, Ms. Echevarria, our bilingual teacher supports instruction in the home language and in the content area of math, science, and social studies. The newcomers are supported through our technological program, Rosetta Stone and our Title III Afterschool Program, in which they get more support in reading and writing. They also participate in the Saturday Academy, which is mainly strategizes skills in the area of the ELA and Math. In addition, our ESL teacher works with the classroom teacher to provide support with hands on activities at the entering and emerging levels. For our developing ELLs (4-6 years), and long-term ELLs, they are going to be immersed in our early After School Program starting at the end of September. The After School Program will consist of high implementation literacy skills and reading comprehension strategies aligned to the Bilingual Common Core Progressions and Common Core Learning Standards. In the After School

program, they will also be provided with strategized ENL instruction to support vocabulary development in the content areas.

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.

Paste response to questions here:

In order to determine appropriate program placement based on the re-identification process, will consider the following for our ELL students:

- . To assess the student's class work in English and Spanish
- . Discuss the student's progress with parents
- . Administer NYSESLAT Assessment in the four modalities by our Bilingual Team: listening, speaking, reading and writing
- . Consult with the LPT to determine if the child has a learning disability the can affect the ability to read, speak or write in English
- . Inform the principal and parents of the decision taken at the school level
- . Send the recommendation to the superintendent for review and final determination
- .Change the ELL status accordingly within 10 days of receipt of final decision
- . Provide the student with program modification and instruction

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?

Paste response to question here:

To promote language development for our ELLs, teachers adjust the language demands of the lesson by paraphrasing, repeating key words, using content clues, use of modeling specific strategies and by directing instruction on grammar and vocabulary in context. Our goal for this year is to fully implement the Bilingual Common Core Progressions and to continue aligning the Common Core Learning Standards, the Danieslon Rubric and the Sheltered Instruction Observation Protocol Model (SIOP). All teachers are involved in common grade planning. At this time the curriculum grade unit is developed to address the demands grade content and language needs. The learning strategies for ELLs and IEPs are evident and posted on the grade curriculum board.

We will align the mandated of units of service according to CR Part 154.2, in which the integrated content of support will be implemented according to the different levels of the NYSESLAT: Entering, Emerging, Transitioning, Expanding and Commanding. Our science academy also enables our students to be involved in hands on activities and access to content specific vocabulary. On the content area of science, we use the FOSS Program to accelerate vocabulary in English. For reading and word study, we utilize the Foundations Program.

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?

Paste response to question here:

To ensure that our ELLs with IEPs receive services according to their mandated IEP goals, we have two IEP teachers (Ms. Rivera and Ms. Czeladko), who are responsible for reviewing the IEP mandates' bilingual instruction and placing students accordingly. Further, they utilize the IEP data from SESIS and share the IEP information with the classroom teacher that will service the child. Additionally, they provide staff development after school to provide teachers with strategies for working with students with IEPs. To support small group instruction, teachers also collaborate with paraprofessionals assigned to their classroom and further support students with individualized work.

To meet the diverse needs of our IEP students, we use the NYSESLAT data and the students' Instructional Plan (IEP) to align language and curriculum goals and create flexible scheduling, comply with curriculum and meet the mandated units of service. School wide data is created through a spreadsheet which includes the ELA and Math scores, subgroups such as ELL students and students with IEP's. Based on the data, we create suitable programs for our subgroup population; these programs are provided by various support personnel, reading teacher (Ms. Buckwalter and Ms. Seeman). Programs used by our Academic Intervention Support personnel include Fountas and Pinnell leveled literacy and native language support for our newcomers. In addition, we have two coaches to provide more support to teachers and students in the areas of math and literacy.

*****For testing accommodations, our ELL population is offered language electives mainly in Spanish, and for those students that either come from different ethnic backgrounds, we obtain text translations through the New York City Department of Education Resources in order to provide them with texts in a language they can understand and read.

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*
Chart	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

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



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

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

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

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

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

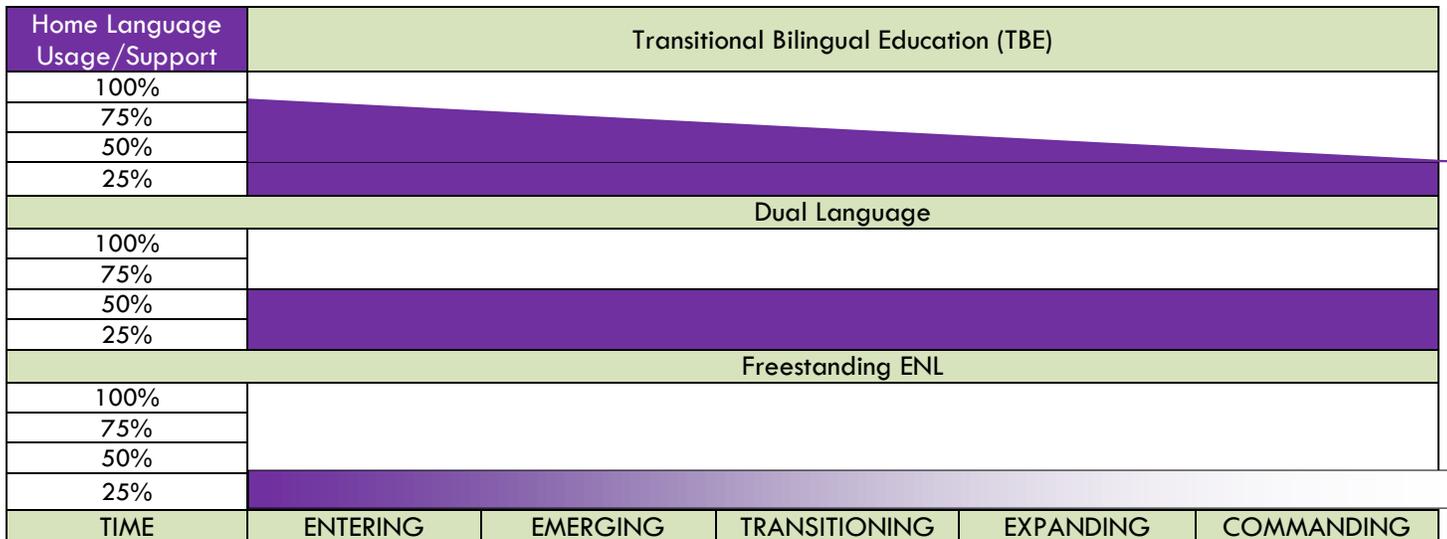


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

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

Paste response to question here:

We align the mandated of units of service according to CR Part 154.2, in which the integrated content of support will be implemented according to the different levels of the NYSESLAT: Entering, Emerging, Transitioning, Expanding and Commanding. Our science academy also enable our students to be involved in hands on activities and access to content specific vocabulary. In the content area of science, we use the FOSS Program to accelerate vocabulary in English. For reading and word study, we utilize the Foundation Program. Students participating in this program are highly immersed in learning phonic skills in English. o meet the diverse needs of our IEP students, we use the NYSESLAT data and the students' Instructional Plan (IEP) to align language and curriculum goals and create flexible scheduling, comply with curriculum and meet the mandated units of service. School wide data is created through a spreadsheet which includes the ELA and Math scores, subgroups such as ELL students and students with IEP's. Based on the data, we create suitable programs for our subgroup population; these programs are provided by various support personnel, reading teacher (Ms. Buckwalter and Ms. Seeman). Programs used by our Academic Intervention Support personnel include Fountas and Pinnell leveled literacy and native language support for our newcomers. In addition, we have two coaches to provide more support to teachers and students in the areas of math and literacy. In math instruction, teachers utilize the Metamorphosis method where students explore strategies to increase their critical thinking skills in small group settings to solve real world math problems and concepts.

Instruction in the early grades in the bilingual classrooms, teachers teach math in Spanish based on the NYSITELL and NYSESLAT results. For testing accommodations, our ELL population is offered language electives mainly in Spanish, and for those students that either come from different ethnic backgrounds, we obtain text translations through the New York City Department of Education Resources in order to provide them with texts in a language they can understand and read.

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

Paste response to question here:

P.S. 226 implements a Baseline writing assessment to provide support in this area to our students. For the bilingual classes, the writing assessment is implemented in Spanish to provide more support in the home language. Also, this writing assessment is done three times per year to monitor progress and help teachers to adjust lesson plans for instruction.

To provide our students with becoming familiar with the NYSESLAT Test format, we provide practice skills in four modalities of listening, speaking, reading and writing during the day time and After School Program. The results from this practice is shared with classroom teachers in order to plan further instruction.

Our Bilingual Transitional Program Model emphasises more in depth ESL methodologies, in which the content and language focus are aligned to the Common Core Learning and Bilingual Standards. Program planning instruction is corelated with the Danielson Rubric framework. Based on the four domains of the Danielson Rubric, teachers are delivering ESL lessons according to needs and language development. In the area of Math, students scaffold strategies for learning vocabulary specific to the math unit. This year our math program, Go Math, provides more hands on learning, step by step on how to solve word problems and the vocabulary is taught meaningfully in cotext. Math models are supported by pictures, charts, and diagrams. In addition, in the ESL Push-In Model, ESL teachers align their lessons to the SIOP Model and collaborate with classroom teachers to support explicit instruction in all content areas. Background knowledge is utilized as a scaffold to reinforce concepts and content learning.

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

Paste response to question here:

Based on the data of the ELA, Math and Science results, we will continue to provide the following to our ELL population:

- . Early After School Program (September) to increase more common Core Aligned literacy resourcecess
- . Continue with Math and Science Academies
- . Increase read alouds through the content areas with focused questions in order to enhance listening skills
- . Strategize instruction for our Developing and Long-Term ELLs

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

Paste response to question here:

As a school of increasing the number of students to commanding level of the NYSESLAT Test, we are making greater efforts to have more push-in supports and less pull-out services so that our students can benefit more from class instruction. To provide our students with more rigorous academic standard work, we are making greater efforts to align all content areas and language learning to the Common Core Learning Standards. In the previous years, we were servicing more our ELLs through the Pull-Out Model, and as a

result, students had less access to content learning. This year, we are offering more Push-In Models and best service our ELLs by correlating classroom instruction with the ESL teachers.

Our After Program will be also re-assessed, in which, we will also implement a base line and end line assessment to measure progress.

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

Paste response to question here:

Currently, our ELL students are receiving Tier 2 Academic Intervention Services in math and in literacy. The ESL and RTI teachers service students in small groups to develop language, math, and reading skills. Further, AIS and ESL teachers are using the Response to Intervention Model to ensure effective lesson plans for all our ELL students. Lesson plans include components such as content and language objective related to English proficiency level, prior knowledge in English and Native Language. The ESL strategies are also aligned through the Common Core Learning Standards K-5 to support the ELL subgroup in this task, by scaffolding vocabulary, learning strategies for language, providing explicit grammar instruction, and using hands-on manipulatives when applicable. Throughout the eight week period, ESL and RTI teachers closely monitor their student's data and progress through progress reports and regular articulations with classroom teachers. The literacy intervention is implemented three days a week done through Novel Ties, and Wilson Foundation Program. Students who scored level 1 and level 2 in the area of math, are receiving intervention two days a week during the day time. Additionally, they are being supported in math two days a week during Extended Day in small group (Tier 2 Academic intervention). The Math intervention for Extended Day is implemented through an extension from Go Math Program (day one), and through CrossWalk Roads math textbooks supported by two AIS teachers along with the classroom teacher..

Some students also receive Tier three (one-on-one) support to help them develop certain skills in math and ELA. When necessary, these students might receive the support in Spanish.

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.

Paste response to question here:

The following instructional materials are utilized to foster content learning vocabulary:

Wordly Wise is a word study program that provides our students with strategies for learning meanings of words in context. This program is implemented across the grades. Additionally, there is a great demand on academic vocabulary necessary to increase reading comprehension skills. For vocabulary support, we use a student practice book, A Word A Day by Eva-Moor and Ready Gen.

The technology Program, Roseta Stone for ELLs, allows students to learn more English while also supporting the basic skills of reading. Within this program, students are assessed and placed according to language level in need of support. Gradually, students build on the skills in order to move to the next language level. The reading components of the program entail: decoding, vocabulary, reading according to level, listening and following verbal and written directions.

Another instructional program we implement with our ELLs is the FOSS Science, in which students are provided with hands-on activities and content area vocabulary. Students are provide with a practice book on hands on activities in English and Spanish.

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

Paste response to question here:

At P.S. 226, we support the linguistic needs of ELL's in the bilingual classes by providing instruction in Spanish and English. This year, we have a bilingual K/1, 1/2 bridge bilingual class and a 2/3 bilingual class. The teachers incorporate language development strategies in Spanish as well in English through ESL methodologies. In order to support the native language acquisition, content knowledge and skills, we use Rigby in Spanish to teach guided reading in small group settings, big books for shared reading and learn vocabulary and language structures. Our Transitional Bilingual Model supports students in ENL and home language acquisition. This model has a Home Language Arts component, in which students will develop skills in the home language that support literacy in speaking, reading, listening and writing. Additionally, there is an ENL component in English to develop skills in the four modalities and a third component with a minimum of two content area subjects in both the home language and in English. Students at the Entering level will receive 75% of instruction in their home language and 25% in English; for the Emerging level 60% of instruction is in the home language and 40% in English; for the Transitioning level, 50% of instruction is in the home language and 50% in English and at the Expanding level, they will receive 25% of instruction in Spanish and 75% in English.

Students learn to read and write in the native language (Spanish) and content areas are taught interdisciplinary to foster more English development. “El Cancionero” a poetry collection by Lada Josefa Kratky and Sube by Agnes Chavez, a learning Spanish tool for Art, Music, are used to further support students with more language skills in reading, phonemic awareness, and vocabulary development. We also implement thematic units in both languages to enhance social skills and everyday language functions. The skills for more advanced readers are strengthened through activities such as self-directed questioning, and semantic mapping. To support vocabulary and language development in English, we use as supplement reading program, Ready Gen. The writing component incorporates strategies to support the process of learning ENL, such as grammar development in context, and structures and patterns that may be similar or different to the English language. Teachers adjust the writing curriculum and plan monthly the genres they need to address according to the grade level. Through the writing process, students begin to gather information step by step, giving them an opportunity to work at their own pace and in groups. Center activities are prepared to support content and social language development. In addition, the ESL instructional program is developed through content area skills in the areas of Science, Social Studies, Art, and Music.

ESL Pull-Out Program

In our ESL Pull-Out Program, the ESL provider implements shared reading lessons to foster comprehensible input, social and academic language. These resources, such as CrossWalk Coach aligned to the Common Core Learning Standards, are also utilized to provide our students with the reading strategies and language structures they need to become good readers and writers. Mainly these materials are implemented with third through fifth grade students. The ESL teacher maintains on-going communication with classroom teachers to correlate instructional ENL strategies and thematic units in the classroom. To further support students in reading and writing, The ESL teacher provides constructive feedback to students and teachers in specific areas of needs and provides strategies to scaffold academic vocabulary to increase comprehensible input. In the area of writing, we are meeting on a weekly basis as a grade to analyze student’s writing strengths and weaknesses. Based on this data analysis, we are creating a plan of action to help students reach higher academic standards. In the area of listening, we are utilizing the listening center, dictations (mainly from texts where students have been familiarized), and highlighting strategies to understand higher order thinking questions.

For the ENL model, students at the Entering level will receive 360 minutes of ENL instruction, which includes 180 minutes of standalone ENL and 180 minutes of integrated instruction (ELA). For the Emerging level, students will receive 360 minutes of ENL instruction, which includes 90 minutes of standalone ENL, 180 minutes of integrated ENL/ ELA instruction and 90 minutes of standalone or integrated ENL through the content areas. Students at the Transitioning level will receive 180 minutes of ENL instruction with distribution of 90 minutes of ELA and 90 minutes of standalone or integrated ENL. At the Expanding level, students only receive 180 minutes of ENL/ ELA or other content area instruction. Students who, on the NYSESLAT Test, move to the Commanding level will receive 90 minutes of integrated ENL/ELA or other content area instruction for two years of support.

. Since we have a variety of grade and proficiency levels as well as numerous NYSESLAT modalities within the ENL Pull-Out Program, our ESL provider integrates appropriate grade content area materials, activities and thematic units connected to the school curriculum, which incorporate the four literacy skills necessary to become proficient in English. Other components of this program are read aloud to enhance vocabulary development and comprehension skills, shared reading to support the early grades, hands on projects to make connections to the functions of the language, reader’s theater to assist students in responding to literature and facilitate learning the structure of the English language in a non-threatening environment.

ESL Push-In Model

As a school, we are making greater efforts and plans to develop more ESL Push-In Model classes. We are closely monitoring patterns and trends of incoming students at P S 226 as well as looking at student’s similar NYSESLAT levels and areas of language needs in order to determine more Self-Contained ENL Models for our population. Based on these patterns on NYSESLAT levels and areas of need, this year, we will have bilingual teacher to support the bilingual models and an ENL teacher to scaffold instruction in the ENL classrooms. Ms. Echevarria, our bilingual teacher will team teach in the bilingual setting to teach content and support students in Home Language Arts in Spanish.

Through this model, the classroom and the ENL teacher work as a team to develop ENL instructional approaches to support the students and lessons. Both teachers plan ahead of time to support students mainly in the area of literacy (e.g. shared reading, read aloud, writing, grouping) during the articulation period . Furthermore, the ENL teacher supports this process by presenting lessons that address the needs of our ELL students, such as the development of comprehensible input, vocabulary development, and strategies on how to best support language and learning. For the ENL model, students at the Entering level will receive 360 minutes

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To further support our students, we make good use of center activities to differentiate instruction, language, and learning styles. During the Push-In, all teachers including the ENL provider and assistant teacher work in small group instruction to facilitate learning and address the individual needs of the students. For more group time and individualization, we utilize Shared Reading Extensions to reinforce vocabulary, structures, and enhance in the areas of listening and speaking by engaging students in accountable talk activities. Part of our on-going conversation with classroom teachers includes how to strategize for our ELL population, the importance of scaffolding for all academic areas. Through our daily lessons and ENL instruction, teachers scaffold language learning by making connections to prior knowledge, having a clear focus in their lessons, using a variety of hands on learning and visual aids, such as poems with large prints, puppets to facilitate more accountable talk, chants for the development of listening skills and fluency, graphic organizers to visually represent information, dioramas to construct and build on knowledge and create scenes.

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

Paste response to question here:

As per CR Part 154 for English Learners, we follow the guidelines established in the Policy and Referenc guide for 2015-2016. All our ELL students that are entitled to ESL/bilingual services and are identified as having special needs, especially in reading and writing including SIFE students are also mandated to participate in our Extended Day and After School Program, which provides literacy development skills through content material, evaluates students' performance, and analyzes data to drive instruction. In the Supplemental Program (SES), students are highly engaged in literacy skills that enhance the development of vocabulary, reading and writing, test prep strategies, and accountable talk in order to continue improving in the areas of listening and speaking. Technology is used to incorporate literacy, and accelerate academic ENL instruction. Furthermore, our Extension of Service Program for students who test out on the NYSESLAT and are entitled to 90 minutes of instruction is supported through strong planning based on the standards and performance indicators, data analysis of the NYSESLAT and student work, setting goals in all

academic areas, on-going formal and informal evaluations, in which ELL students are closely observed to determine further instruction and academic intervention services.

- Our action plan for ELLs receiving service four to six years is to continue service them according to informed data analyzes, which include the different modalities of the NYSESLAT test, Fountas and Pinell reading data, students' writing samples and performance in all academic areas of instruction in order to develop suitable programs and target specific needs. Our Academic Intervention Program provides student with guided reading in small group instruction, implemented by our AIS provider on a daily basis. Additionally, our Math Coach also provides students and teachers with instructional math strategies and rigorous academic work in small group settings. To further support our ELL students, and specially Long Term ELLs, our school utilizes the RLER Report, which provides information on the years of service. Furthermore, we utilize this information to determine effectiveness of program placement and to determine any other academic intervention support the students can be provided with to meet standards and become English proficient. As a school team, we present the data analysis and students' accomplishments to our School Based Support Team to further support our ELL population. We discuss programs in which students can participate for about six weeks, pinpoint strategies and areas of strength on the student, and reconvene to evaluate student's performance and further academic support. In our school, each grade meets during our Inquiry Team, in which strategically, the ELL population is studied to address an area in need of improvement.

- To provide our students with additional support, high achievement for both ELL and IEP students is promoted through initiatives designed to assure access to academic curricula, materials, technology, extra curricular services and to foster self-esteem. These include coordination of bilingual and mainstream curricula, development of materials (hands on learning, picture cards, listening to chants, songs, access to technology and projects) developing programs and services, which address ELLs language needs. Additionally, educational assistants work in small group instruction to provide supplemental support to students with an IEP. Language development is further developed during the Extended Day Program, and our Supplemental Program (SES) on Saturdays, which integrates school day instruction and enhances reading and writing curricula supporting vocabulary development, and instruction in Mathematics and other content areas. To support our

- The ESL support for newcomers and Students with Interrupted Formal Education (SIFE) is provided by using materials which contain a lot of visual aids, patterned language, hands-on activities and language and strategies that can be comprehensible to them in order for them to become independent readers and writers while learning the curriculum. This year we are implementing new ways to identify and serve these struggling students. To best service this population, at time of registration we as a school take the opportunity to conduct an interview on the child's educational background and experience in order to identify needs and program of instruction. Our SIFE initiative and program development main focus is to provide these students with small group instruction, especially based on data analysis and in the area of literacy and math.

- Since our students (SIFE) are mainly from Hispanic backgrounds, we are also supporting them by providing hime language instruction in reading and writing in Spanish. For emergent readers, for example, literacy skills are developed through strategies appropriate to students' stage of language proficiency. Some of the strategies used to build vocabulary are TPR (Total Physical Response), role play, rebus sentences and matching words to pictures and sentence building. In addition, our technology program is used to focus on Phonemic awareness and the development of students' listening skills to support reading, which is also utilized to support all new comers.

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).

Paste response to question here:

Our ENL and Bilingual Team assist parents in the following:

- . Bilingual Parent Orientation by June first to inform them about program placement and entitlement to either Bilingual services or ENL
- . Open House for incoming Kindergateners on June to provide information on grade expectations and get familiar with the school environment
- . Our Summer Program to provide students with support in ENL instruction and assist them with ELA and Math suport.

. Mother and Father's Day Sale

. Buddy Reading across grades

19. What language electives are offered to ELLs?

Paste response to question here:

Instruction in the early grades in the bilingual classrooms, teachers teach math in Spanish based on the NYSITELL and NYSESLAT results. For testing accommodations, our ELL population is offered language electives in Spanish and English, and for those students who either come from a different language background, Mr. Manzella, our Assistant Principal obtains texts translations, bilingual glossaries and dictionaries through the New York City Department of Education Resources in order to provide them with texts in a language they can read and understand. Mr. Urena, our Parent Coordinator supports with language translation as well. During the math standardized testing administration, students also are given the choice to take the test in Spanish or English.

20. For schools with dual language programs:

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

Paste response to question here: N/A

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.)

Paste response to question here:

As mandated on CR Part 154.2, all teachers at P. S. 226 will be involved in more professional development for the school year 2015-2016. This will be done through in-house PD on Mondays and Tuesdays after school; outside PD and turning key from ENL and Bilingual teachers. Additionally, teachers will assist in DOE PD offered at other school sites. We will also invite our bilingual support from Fordham University to assist our Bilingual teachers in refining their practices with ENL methodology and Home Instruction. All teachers will receive a minimum of 15% ELL strategies and instruction during our in-house PD, which is about 33 of 220 hours for the year; our Bilingual and ENL teachers, will receive a minimum of 50% PD of ELL strategies and instruction during in-house PD, Bilingual sites, and DOE websites, which is about 110 of 220 hours.

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?

Paste response to question here:

This year, we will increase the number of more common grade meetings, in which our Bilingual and ENL teachers will be participating to discuss ELL strategies and support students with Common Core aligned work. During the meetings, we also will be able to examine in depth the Bilingual Common Core Progressions and provide expectations grade by grade and how they are aligned to the different levels of the NYSESLAT Test.

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

Paste response to question here: Ms. Matos, our Bilingual School Counselor for grades 3-5, also supports parents and students in transitioning to middle school. At these meetings, Ms. Matos discusses the school that may have Bilingual and ENL programs to assist our ELL population. All information provided at this meetings is translated in home language and attached is a document that provide parents with the rights of bilingual students and process for middle school.

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.

Paste response to question here: As mandated on CR Part 154.2, all teachers at P. S. 226 will be involved in more professional development for the school year 2015-2016. This will be done through in-house PD on Mondays and Tuesdays after school; outside PD and turning key from ENL and Bilingual teachers. Additionally, teachers will assist in DOE PD offered at other school sites. We will also invite our bilingual support from Fordham University to assist our Bilingual teachers in refining their practices with ENL methodology and Home Instruction. All teachers will receive a minimum of 15% ELL strategies and instruction during our in-house PD, which is about 33 of 220 hours for the year; our Bilingual and ENL teachers, will receive a minimum of 50% PD of ELL strategies and instruction during in-house PD, Bilingual sites, and DOE websites, which is about 110 of 220 hours. For the 2015-2016 school year, P.S.226 will be part of the fourth Cohort of City University of New York- New York State Initiative on Emergent Bilinguals (CUNY-NYSIEB) to get the support needed to improve school services provided to emergent bilinguals. Because of P.S.226's large population of ELLS, our school was chosen to participate in six Leadership Seminars and intensive on-site professional development from September 2015 through June 2016 which will help us reach our goal of expanding our knowledge base about and implementing the necessary components of Part 154 within the school.

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?

Paste response to question here:

Individual as well as group meetings with parents are held on Parent Tuesdays to discuss progress report, on-going assessments, grade expectations and Common Core Learning Standardized work. To strengthen our support between home and school, at P. S. 226, teachers meet as a grade to provide parents with information on rubrics in Spanish and English. Additionally, teachers share models of exemplary work to show parents how can they best support their child at home and help them move to the next level on the rubric.

Teachers also accommodate parents with individual meetings to discuss report cards and strategies for math, content area subjects, reading and writing. Provisions for other individual meetings are also scheduled during the prep time. Mr. Urena, our Parent Coordinator supports teachers for translation services as well as our out of classroom personnel: Ms. Montolio, Ms. Echevarria, and Ms. Rivera.

Ms. Matos, our Bilingual School Counselor for grades 3-5, also supports parents and students in transitioning to middle school. At these meetings, Ms. Matos discusses the school that may have Bilingual and ENL programs to assist our ELL population. All information provided at this meetings is translated in home language and attached is a document that provide parents with the rights of bilingual students and process for middle school.

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.

Paste response here:

At P. S. 226, there are a number of activities that help foster parental involvement:

- . Monthly Parent Newsletters
- . Monthly parent calendar
- . ESL Program
- . GED Program
- . Workshops on NYS Common Core Learning Standards
- . Town Hall Meeting meetings
- . School Leadership Team
- . Computer Skills

. Virginia's House Program to help families in need

. Drug Prevention Workshops

. Citizenship Workshops

. P. S. 226 also provides activities after school to promote greater parental and student involvement through Mother/Son Carnival, Father/Daughter Dance, award ceremonies, Thanksgiving Dinner, Christmas Celebration, The Book Fair, Multicultural Celebration, etc.

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

Paste response to question here:

To support families in need, P. S. 226 partners with several agencies that provide services intended for the P.S. 226 community as a whole, as well as programs that specifically serve and benefit ELL parents and families. These agencies include Virginia's House of Hope, an organization that helps disadvantaged families gain access to food, clothing and other basic necessities once per year. Homebase, another program we partner with, strives to reduce homelessness in New York City by offering rent-assistance and related workshops to parents who are at risk for losing their homes. We also partnership with the Davidson Community Center, which has an after-school program that supports with homework and tutoring and there is a summer day camp for children in need. Another program that we partner with is Kipps Bay Boys and Girls' Clubs. This agency also offers an after-school program that assists children with homework and there is a Summer Camp program as well.

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

Paste response to question here:

We evaluate the needs of our parents through surveys done at the school level during the Parent Association meetings and through the result of the survey from the DOE Website. During parent meetings, we also conduct elections where parents get to vote on

which programs or workshops would be more suitable for them. Based on these elections, they also make adjustments on academic needs or classes that may need more support.

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

Paste response to question here:

Annually, we make changes in our school to address the needs of our parents. As a result, we have offered classes such as ESL, for parents that requested to learn more English skills; GED workshops for the parents interested in moving on to college and best support students at home; Citizenship Workshops to support parents in becoming American citizens.

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:

The NYSITELL data was input according to the new levels. We are waiting for the NYSESLAT results to input the data according to the new levels (Entering, Emerging, etc.).

We would like more support in creating the schedules, and perhaps more support with the Bilingual Common Core Progressions.

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

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **#INGEST ERROR!** School Name: **PS 226**
Superintendent:

Before you begin, please check the following:

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

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

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

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

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.

The following information and data is used to provide parents with appropriate translation and timely information:

- Home Language Surveys- detailing the language parents speak at home (e.g. Urdu, French, Chinese, Spanish, Arabic)
- ATS information - language spoken by the students
- Parent and teacher requests are in addition supported by the parent coordinator which provides the parent with the semi-annual survey to support the language needs.

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.

All school correspondence and monthly calendars are written in English and Spanish based on the evidence of our Home Language Surveys. In addition, most of our office staff are fully bilingual in English and Spanish and are available to support parents. For other languages we submit a request to the translation Service Unit. All findings are reported to the members of the School Leadership Team. Parents who participate on our School Leadership Team report the information during their monthly parent meetings. Report cards are given to parents in the language spoken at home, including students in monolingual classrooms. We also utilize the DOE Web-site to disseminate information in languages other than English and Spanish. Parent News Letters, which are sent home monthly, flyers as well as Parent meetings including; Parent Association Meetings, Ceremonies, Assemblies, IEP Meetings,

Interviews with students and Parent Workshops are conducted with translation. The school also communicates with the parents through parent monthly calendars, phone calls/letters, school messenger, Community Based Organizations to support with Translation Services and Contact person from DOE Translation Unit Services to meet community needs. Our Parent Handbook is written in English and Spanish. All School informational documentation is written in English and Spanish as well.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Parent News Letters are all written translation services are in English and Spanish. Other languages that may be in need of translation are submitted to the translation Service Unit . In addition, we utilize the Department of Education Web Site to request for other languages translation. Our Parent Library contains books and materials in English and Spanish to support our school ELL population. The books can be use as a parent tool to help their children with homework and class work.

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.

Parent Association Meetings, Ceremonies, Assemblies, IEP Meetings, Interviews with students and Parent Workshops are conducted with translation. The school also communicates with the parents through Parent monthly calendar, phone calls/letters, school messenger, community Based Organizations to support with Translation Services and Contact person from DOE Translation Unit Services to meet community needs. Our school holds four Parent-Teacher meetings throughout the year. Parent Tuesday are also used to meet with parents. Our Guidance staff meets with parents for IEP meetings, middle school application and overall student support.

Part C: Providing Language Assistance Services

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

The oral interpretation services provided at PS 226 are as follow:
Office staff are builingual and the provide translation , the key person is the Parent Coordinator who is also the designated Language Access Coordinator in Galaxy.
Bilingual AIS support personnel are fluent in Spanish and in Englishand are able to employ the mode of interpretation appropriate to the give situation in this case Spanish. The ENL teacher provides translation as well and has received training in specialized issues and any applicable technical vocabulary for translation.
Out side vendors are used to support the parents that speak other languages not available for translation in the school and is requested in advance for parent/teacher conferences and or individual student meeting.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

The Chancellor's Regulation A-663 regarding parental notification is available in our school for the parents and is handed out during Parent Teacher conferences, parent meetings, and through general distribution. The Parent Coordinator is also a support in the distribution of the regulation and translation. The contact information for the Department of Education Translation Services is also posted at the front desk by the school safety agent's desk for the parents to use if needed.

Part D: Training Staff on Policies and Procedures

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

The PS 226 staff members at the beginning of the school year are provided with a Staff Handbook. In the table of content there is a section which has the Chancellor's regulation A-663 regarding parental notification and as part of the beginning of the school year Professional Development the regulations are discuss in the forum and open to questions and concerns for clarifications. This document is also available at the main office with name of departments and contact numbers for easy assess for the staff

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

All directories are placed in the front desk, which include the website, phone number, when available contact person and any additional information on translated versions of this document to support parent. In addition a parent Bulletin Board placed at the entrance of the school's main entrance displays a language assistant poster with information in different languages for language assistant. An additional poster is also available in which the parent can point to language of choice.

Part F: Monitoring and Quality Control

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

Our school community, contact person parent coordinator will conduct a semi annual evaluation survey of the content and effectiveness of the support provided to the parents with translation . The findings will be used to design additional strategies to more effectively meet the needs of the parents, and enhance the support of the Language Translation and Interpretation Plan.