



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001): **10X306**

School Name: **P.S. 306**

Principal: **DARRYL HARRINGTON**

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: ARTS VILLAGE School Number (DBN): 10X306
Grades Served: K-5
School Address: 40 WEST TREMONT AVE Bronx, NY 10453
Phone Number: 7185835355 Fax: 7185835885
School Contact Person: REINA MELENDEZ Email Address: RMELEND@SCHOOLS.NYC.GOV
Principal: DARRYL HARRINGTON
UFT Chapter Leader: GWEN DENNISTON
Parents' Association President: KAMESHA MARSHALL
SLT Chairperson: MARTHA CANALES
Title I Parent Representative (or
Parent Advisory Council
Chairperson): ALISA SANCHEZ
Student Representative(s): n/a

District Information

District: 10 Superintendent: MELODIE MASHEL
Superintendent's Office Address: 1 FORDHAM PLAZA Bronx, NY 10458
Superintendent's Email Address: MMASHEL@SCHOOLS.NYC.GOV
Phone Number: 718-741-5852 Fax: 718-741-7098

Borough Field Support Center (BFSC)

BFSC: NANCY SAFFER Director: JOSE RUIZ
Director's Office Address: 1 FORDHAM PLAZA Bronx, NY 10458
Director's Email Address: RRUIZ2@SCHOOLS.NYC.GOV
Phone Number: 718-741-5852 Fax: 718-741 7098

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)
DARRYL HARRINGTON	*Principal or Designee	
GWEN DENNISTON	*UFT Chapter Leader or Designee	
Daisy Nunez	*PA/PTA President or Designated Co-President	
ALISA SANCHEZ	DC 37 Representative (staff), if applicable	
MARGARET JOHNSON	Title I Parent Representative (or Parent Advisory Council Chairperson)	
n/a	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
n/a	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Morris Heights Health Center	CBO Representative, if applicable	
KAREENE DRUMMOND	UFT	
MELISSA NEWMARK	UFT	
Saron Bonilla	PARENT	
Xiomara-A Figueroa	PARENT	
Genara Marte	Parent	
Mariely Tineo	Parent	

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

P.S. 306 is an elementary school with 758 students from Kindergarten through 5th grade. The school population comprises 27% Black, 71% Hispanic, 1% Asian, 1% White students. The student body includes 22% English language learners and 15% special education students. Boys account for 48% of the students enrolled and girls account for 52%. The average attendance rate for the school year 2014 - 2015 is 94.0%.

σ The mission of PS306 is to continue to improve student achievement in all content areas by providing high quality professional learning opportunities for teachers, aligning curriculum and assessment, integrating technology into the curriculum, and promoting positive social skills for all members of the school community. Our goal is to make PS 306 a safe haven for students by providing a caring and friendly instructional environment which will carry out into the community. We believe that every student is capable of becoming a productive member of society through the combined efforts of the school, home and community. Our school offers a welcoming, positive learning environment where students feel safe, cared for and enjoy their learning. The day begins with students reciting a "Scholar's Creed" encouraging best behavior and a focus on learning. The students are eager to share their work products and discuss how they feel about their teacher.

σ The school's investment in Positive Behavior Intervention Systems (PBIS) ensures students are honored and celebrated for academic and personal behaviors that support self-regulation and learning. Assemblies highlight the student of the month and those with 100% attendance. In addition, there is a bulletin display of their names. We also provide an end of the year trip for students that have achieved 100% attendance and zero latenesses. Our goal at PS 306 this year is to have our daily attendance to 95%. Student participation in the Girls Scouts , Cookshop, Boy Scouts of America as well as a variety of additional after school programs ensures students have ongoing access to activities that support their social and emotional growth. As a result, our school's incidents have been reduced by more than half, referrals to special education have decreased dramatically and the school's overall feedback from the Learning Environment Survey concerning School Culture is higher in satisfaction among parents and teachers.

Our Partnerships :

1. City Harvest- Homelessness/Hunger/Poverty
2. Hats on Day -Body Image/Health/Nutrition/Self-Esteem
3. Pennies for Patients- Cancer research
4. March of Dimes Wonder Walk- Children with birth defects
5. Anti Bullying and Safety/NYPD Anti-Bullying/Diversity/School Safety/Tolerance
6. Saturday Adult ESL Classes- Adult Education (GED, citizenship classes)
7. Leave It better Gardening -School/Community Beautification
8. Buddy Student Mentoring/Tutoring/Youth Education

9. Omega Man- Anti-Bullying/Diversity/School Safety/Tolerance Assemblies
10. Author's Book Reading Literacy
11. Cookshop Classroom- Body Image/Health/Nutrition/Self-Esteem
12. Cookshop Families For Parents- Body Image/Health/Nutrition/Self-Esteem
13. Leave It better Gardening Committee- Parents
14. School/Community Beautification (painting, clean-ups)
15. Studio In a School- Arts/Self-Esteem
16. Girl Scouts- Character Development/Leadership
17. Boy Scouts- Character Development/Leadership
18. Fire Dept.& NYPD
19. Morris Heights Mental Health Clinic
20. Zaslow Foundation

σ Our school embraces a culture of mutual respect which supports student and adult learning and cultivates a range of positive student behaviors that promotes academic achievement. Parents, students and staff describe the school as safe and welcoming. Students state they feel safe and that there are fewer incidents of bullying in the school than in the past years. School leaders' encourage students to write persuasive letters about what they feel the school may need to do in order to improve. For example, students wanted more after school programs. As a result, school leaders secured numerous collaborations to provide students with additional enrichment opportunities after school. Parents state that they enjoy the open door policy the principal has created and state that teachers are readily accessible to discuss their children's progress and any concerns that may arise. Our After school programs provide support to struggling students and enrichment learning experiences that accelerate student learning beyond grade level standards to support groups of students. During the school day, our AIS staff members provide ongoing support to our bottom 1/3 students through a push in or pull out program design model. Based on our Quality Snapshot we 'exceeded' the target for Improvement on the State English test. This work has increased shared responsibility for student outcomes and strengthened teacher's ability to increase student performance resulting in a decrease in the number of all students, including English language learners and special education students, performing at level 1 on the Common Core Benchmark assessments since the beginning of the year.

Some of our challenges are:

1. Enhance the alignment of the school's curriculum with the Common Core Learning Standards to include key standards that consistently engage students in rigorous tasks in order to promote higher order thinking. (1.1).
2. Strengthen teacher practice so that across classrooms students are engaged in high levels of discussions and appropriately challenging tasks in order to extend their thinking.(1.2)

3. Improve assessment practices across classrooms and grades so that adjustments to instruction are timely and provide students with effective feedback in order to accelerate learning. (2.2)

4. Improving the reading performance for Students With Special Needs

The DTSDE Tenet(s) in which we made the most growth during the 2014-15 school year are: Tenet 2 School Leader Practices and Decisions, Tenet 4 Teacher Practices and Decisions, Tenet 5: Student Social and Emotional Developmental Health, and Tenet 6 Family and Community Engagement. Our focus this year will be around Tenet 3 Curriculum Development and Support

10X306 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	758	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	74.9%	% Attendance Rate		91.8%
% Free Lunch	84.4%	% Reduced Lunch		0.4%
% Limited English Proficient	17.6%	% Students with Disabilities		24.7%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		25.2%
% Hispanic or Latino	73.2%	% Asian or Native Hawaiian/Pacific Islander		1.2%
% White	0.4%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	5	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		4
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		5.1%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		9.52
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	9.6%	Mathematics Performance at levels 3 & 4		14.5%
Science Performance at levels 3 & 4 (4th Grade)	55.6%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(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.	D
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.	D
<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>Within Tenets 3.2, 3.4, and 3.5 we have made tremendous improvement as a school community. Frequent visits to classrooms by school leaders and New York City Department of Education (NYCDOE) talent coach provides teachers with effective actionable feedback and next steps that support the ongoing development of teacher practice. Consultants and Coaches continue to support teachers with planning units, lessons and instructional tasks resulting in cohesive teacher planning across all grades. School leaders’ normed focus on all components of Danielson’s Framework ensures teachers receive feedback on various elements of their instructional practices. The principal and Assistant Principals meet with teachers on a scheduled one to one basis to discuss their strengths and areas to improve. An outside consultant provides teachers with model demonstration lessons and supports scheduled inter-visitations. New teachers are paired with school coaches, talent coaches or mentor teachers to support their growth in all areas of Danielson’s Framework.</p> <p>σ School leaders’ ongoing visits to classrooms effectively capture teacher strengths and areas of challenge for teacher practice. As a result of one to one goal setting with school leaders, teachers focus on a specific component of Danielson’s framework identified in need of strengthening. For example, a key component of focus for this year is questioning and discussions. Therefore, teachers planned with coaches and lead teachers, and teachers with a particular area of expertise provided professional development to staff members. School leaders’ targeted feedback, aligned teacher supports and clear expectations around planning and instruction has resulted in teacher self- reflective practice,</p>		

improved teacher planning thus ensuring 50% of all students are performing on level on end of unit math tests. The principal effectively aligns resources to support instructional goals resulting in improved student learning outcomes. Strategic school wide scheduling by the principal ensures teachers have time to meet once to twice a week to analyze student assessments and closely examine student work. Across grades teachers identify student trends and needs. In addition, academic tasks are refined and tailored to meet the needs of students. For example, the timeline for which some special education students needed to complete a task was increased to accommodate the pace at which these students were able to work. In subsequent unit tasks, these same students were able to complete the work within the specified period of time. A literacy coach, network instructional staff and additional consultants provide direct assistance to teachers in refining learning tasks so that student work products reflect high levels of rigor thus ensuring alignment to the school's instructional goals. As a result, across grades the majority of students performing at level 1 on pre-performance assessment tasks have moved to level 2 and 3.

An area that we need to improve upon is enhancing the alignment of the school's curriculum with the Common Core Learning Standards to include key standards that consistently engage students in rigorous tasks in order to promote higher order thinking. Additionally, improve assessment practices across classrooms and grades so that adjustments to instruction are timely and provide students with effective feedback in order to accelerate learning.

Our school has adopted several school wide practices to ensure that all students are doing the reading, writing, discussing and thinking in the classroom including: using quick-writes, think-pair-shares, cold-calling, a common annotation system, and hand signals as a check for understanding. We conduct instructional rounds every month to assess our instruction and implementation of our instructional focus. After our November Learning Walk we used the data we collected to provide the staff with more targeted support on Professional development Mondays. We saw a marked improvement in the quantity and quality of reading, writing and genuine discussion. As a school we have done a great job moving our "lowest third" as evidenced in our School Quality Report. Also we have provided important scaffolds for SWD that have allowed them to progress at a higher rate than any other group in our school. Our focus now needs to be on how we are challenging all of our students to work at high levels, aligned to the Common Core Learning Standards. Only **10%** of our students scored a Level 3 or Level 4 on the NYS ELA Tests and **15%** on the NYS Math Tests.

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 of 2016, all students in grades K-5 will be engaged in rigorous and coherent Literacy and mathematics curriculum aligned to the NYS CCLS with embedded high order thinking skills which will result in a 5% increase in student progress as measured by City and State assessments. Additionally, teacher teams and administrators will engage in refining instruction, informed by summative and formative assessments, that is customized, inclusive, motivating and aligned to the CCLS which will result in a raise of our average Math Proficiency Rating to 2.34 and average ELA Proficiency Rating to 2.24 as evidenced by our 2015-16 ELA and Math state 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>1. Collaborative teams involved in the inquiry process will focus on instructional coherence through the collection of data on how well students are learning. Modifications to the curriculum to address special needs and ESL students. Special education and ESL teachers will look at student work, formative and summative data, lesson plans. All teachers will be</p>	<p>All Teachers All Teachers</p>	<p>September 2015-June 2016 September 2015-June 2016</p>	<p>Principals, Assistant Principal, Math and Literacy Coaches Principals, Assistant Principal, Math and Literacy Coaches</p>

<p>trained in the new READYGEN Literacy program.</p> <p>2. Collaborative Teacher Teams will examine data that involves student performance and progress. Teams will gather and analyze a range of data including summative and formative assessments (e.g. State assessments, periodic assessments, performance tasks, student work, etc.) in order to determine and monitor the progress of the ReadyGen Program. Teams will establish and sustain a transparent and collaborative system for measuring progress toward interim goals and will make adjustments periodically throughout the year .</p> <p>3. As specified in our Professional Learning Plan , we intend to provide teachers with on-going to support to refine teaching habits and practices.</p>	<p>All Teachers</p>	<p>September 2015-June 2016</p>	<p>Principal, Assistant Principals, Instructional Coaches, District Support Specialist</p>
<p>1. Data will consistently be gathered through teacher team meetings and assessments. The data will then be interpreted for meaning through analysis and discussion. A plan of action will then be implemented, reflected upon and redefined. Through the use of the Common Core standards, teachers will begin to look at the larger goal, grade-specific goals and earlier grade-level goals to understand what pathways will allow a student to eventually produce grade appropriate work. By doing</p>	<p>All Teachers</p>	<p>September 2015-June 2016</p>	<p>Principals, Assistant Principal, Math and Literacy Coaches Principals, Assistant Principal, Math and Literacy Coaches</p>

so, teachers will see what a student can do and adapt their teaching to meet the needs of their students, supporting differentiated and adaptive instruction. Collaborative Planning sessions will include discussion over data, establishing trends and patterns among the grade and school-wide, researching possible strategies, interventions, resources and implementation			
Parents are invited, every Tuesday, to learn about a current unit of study and to learn how to assist their child at home in that content area.	Grade level teachers, parents	October 2015-June 2016	Grade Team Leaders, Principal, Assistant Principal, Parent Coordinator

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
1. Grade Level leaders per grade will be the Core members of our implementation team for ReadyGen.											
2. Literacy Specialist will provide support to teachers and administration.											
3. Fordham Univ. Literacy Consultants will analyze students’ needs and plan curriculum units with teacher teams to identify trends and areas of focus											
Staff salaries, parent involvement, schedule adjustments for every Wednesday Grade level meetings, Monday and Tuesday professional development time and Tuesday parent engagement time											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 st 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 will assess our instructional program during Instructional Rounds in October, December, February and May . We are also monitoring class passing rates for every unit assessments and expect an 80% passing rate in all content areas, and track the decisions made from the teacher team meetings. We will facilitate the three Benchmark assessments in ELA and Math and hold Teacher team meetings to make programmatic and instructional changes based upon the

data. Our mid-point benchmark data will be 2.34 average proficiency in math and 2.24 average proficiency in ELA, so that we can meet our end of the year average proficiency goals.

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.	HE
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>Parents, students and staff describe the school as safe and welcoming based on our last Learning Environment survey (95% of our parents are satisfied with the education that their child is receiving and 91% of our parents feel that we offer a wide variety of courses, extracurricular activities and services). Students state that they feel safe and that there are fewer incidents of bullying in the school than in the past. School leaders’ encourage students to write persuasive letters about what they feel the school may need to do in order to improve. We have a Student Council that is made up of 5th Grade Student Leaders who serve as Ambassadors for their peers. For example, students wanted more after school programs. As a result, school staff secured numerous collaborations to provide students with additional enrichment opportunities after school. Parents state that they enjoy the open door policy the principal has created and state that teachers are readily accessible to discuss their children’s progress and any concerns that may arise. In addition, parents feel supported with the implementation and extensive information that they received about the Common Core Learning Standards and what is now required of the school and students. Grade Level Leaders make recommendations to school leaders during their monthly meeting with the Principal. As a result, all members of the school community benefit from an inclusive environment that honors student and adult voice and ensures a communal sense of shared responsibility that supports student and adult learning. The school’s investment in Positive Behavior Intervention Systems (PBIS) ensures students are honored and celebrated for academic and personal behaviors that support self-regulation and learning. Assemblies highlight the student of the month and those with 100% attendance.</p> <p>During the 2015-16 school year , we are implementing the CKCC (Competent Caring Kids Community) social emotional learning curriculum school wide. This curriculum includes specific goals and lesson plans that will be taught to all</p>		

students regarding common character traits we want to teach as well as our norms of operation in the school. The language of CKCC will be aligned to our PBIS system. Additionally, it is necessary to consistently teach and model these values, but to also reinforce these values using PBIS methods. Teachers need further professional development on social emotional learning, character education, and preventive strategies to address student behaviors in their classrooms. We have student intervention protocols in place on a weekly basis and it is our goal to be clear and consistent in our communication in how all stakeholders can intervene. We will use dedicated PD time to teach teachers strategies, tools, context, and implementation of character education in support of social emotional developmental and academic success. Teacher teams will hold each other accountable to these initiatives through formalized inter-visitations and team protocols to monitor their own progress. In our efforts to establish overarching systems that promote a vision for social and emotional developmental health that is aligned to a curriculum, as well as to develop a common understanding of the importance of ALL STAKEHOLDERS contributions in creating a school community that is safe, we must utilize data in a systematic way. We will work together to establish structures to support the use of data to respond to student social and emotional developmental health needs. We will do this by developing a communication tool for staff to align interventions; we will use data to monitor student progress in healthy school participation.

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.

- During the 2015-2016 School Year, PS 306 will develop and teach a common social and emotional curriculum which will be monitored through data and reinforced in a school-wide PBIS system, which will result in less than 20 Principal suspensions over the course of the school year.

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>Through consultants from the Ramapo For Children organization, teachers will receive professional development in the area of positive student engagement. Ramapo Training is structured, practical, and valuable for seasoned practitioners as well as those new to the field. The professional development sessions introduce educators to the Ramapo approach and provide tools and</p>	<p>Classroom teachers, Guidance Counselors, SBST</p>	<p>September 2015- June 2016</p>	<p>PBIS Committee, Grade Level Leaders, Assistant Principals, Principal</p>

<p>techniques for building teacher capacity in the areas of classroom and behavior management. Individualized Coaching sessions will be offered to teachers based on a needs assessment. Coaching is an integral part of the Ramapo Training program that helps teachers with their particular classroom and behavior management challenges. Ongoing coaching provides individuals and small groups of school staff with specific problem-solving techniques, objective feedback, and an opportunity to reflect on their current practice. Realizing the impact of peer pressure on students, it is important that teachers are trained in the most effective methods of building cohesive and collaborative classrooms. Additionally, we will continue to implement (year 3) our PBIS program and support our students with a positive and preventive approach to social/emotional issues.</p>			
<p>Across disciplines teachers will collaborate in the development of monthly assembly programs that show case grade level accomplishments and provide students a forum to demonstrate their talents. Classroom, grade level and school wide attendance rewards will be distributed on a monthly basis. Classroom teachers will be informed on a daily basis of their class attendance percentage. Attendance graphs will be placed outside each classroom, informing students of their</p>	<p>Classroom teachers, Guidance Counselors, SBST</p>	<p>September 2015- June 2016</p>	<p>PBIS Committee, Grade Level Leaders, Assistant Principals, Principal</p>

<p>class attendance percentage. Students will participate in healthy exercise assemblies, which will focus on taking responsibility, planning and being a good student. Our parent coordinator and school base support team will facilitate workshops with parents to understand their challenges and to offer support to improve their child's attendance. Our guidance counselor and school base support team members will be assigned students that have demonstrated the need for emotional support. School administrators and teachers will meet daily to proactively discuss behavioral concerns. The parent coordinator will conduct parent workshops on topics such as: building strong families, constructive habits, productive television programs, after school supervision, childcare and pro social skills. In collaboration with our parents, community outreach initiatives will take place on a monthly basis. Focusing on the need for parent support services, counseling, health care and academic tutoring, and various communities based organizations will be contacted and invited to meet with school personnel.</p>			
<p>By June 2016 all students in grades K-5, through our arts program will participate in ten assemblies that are designed to build community among students, grow student self-esteem,</p>	<p>Staff Students</p>	<p>June 2016</p>	<p>Principal, Assistant Principal</p>

and showcase the individual talents/abilities of students.			
♣ By June of 2016, our average monthly attendance will increase by 5%.			
♣ By June 2016, our school wide suspensions will decrease by 25%.			

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.											
Funding will be scheduled to pay costs for personnel, professional development , and student incentives. The largest funding source will be School Wide Project funds											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA	X	P/F Set-aside	X	21 st 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.											
By January of 2016, there will be less than 10 Principal suspensions. We have gone from 40 in 2012 to 20 in 2014/2015. Our suspension rates will be monitored by our Behavioral Intervention team monthly.											
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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</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 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.	D
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
<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>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. 		
<p>Teacher teams use common assessments to evaluate curriculum and make instructional decisions. Teachers and students use rubrics to assess their work. Grade level rubrics are task specific and results guide instructional adjustments and student grouping for additional support. Teachers meet weekly to review student data pulled from Formative and Summative assessments and the literacy programs’ diagnostic assessments. Many structures are in place which allow for teachers to share a common language and collaborate. We have a website where Teachers share best practices, documents, etc through the use of Google docs. There is a specific unit and lesson plan template that allows for teachers to share a common language around planning. There are several school-wide instructional practices which are consistent across grades and classrooms (use of quick-writes, accountable talk, cold-calling, annotation symbols, hand signals and think-pair-share protocols). Teacher Grade teams have developed common rubrics for use with specific performance tasks that are rigorous and Common Core aligned. Changes by teachers in instructional strategies to support students in reading and writing are being implemented. For example, across classrooms this year there is a greater focus on the use of reading material that interests young males. As a result, classrooms are endowed with a variety of reading material that attract and encourage male students to read. In addition, our teachers are working towards building reading stamina amongst our students, especially males.</p> <p>This year we incorporated the DEAR (Drop Everything And Read) initiative with the goal of increasing independent reading time amongst our students. Additionally, teachers and students are very excited to be able to use MYon to support their literacy goals and interested. Myon is the world’s largest interactive digital library with over 4,000 books</p>		

geared for pre-K through 12th grade. Our students are provided with a wealth of reading resources to support their academic growth through the use of the Myon program.

Across classrooms teachers and school leaders have focused intently on ensuring Danielson’s Framework components, specifically Questioning & Discussions, which is embedded into Teachers’ practice. As a result, teachers are spending more time engaging students in rich discussions about text. Additionally, teachers are providing students with the opportunity to engage in deep conversations that promote critical thinking which will result in high level student work products. This is our school wide focus. This has created an over-all common language regarding planning, environment, instruction and professional responsibilities

Areas that we need improvement:

Student small instructional groupings that are designed to provide multiple entry points to targeted sub groups including opportunities to expand the learning experiences of higher performing students are not yet fully developed thus limiting student prospects to extend thinking and improve learning outcomes. Across classrooms teaching practices that fully address the needs of ESL students and special education students are not yet consistent, thus hindering them from participating in rigorous tasks that promotes high levels of thinking. Now that we are incorporating Instructional Shifts from Instructional Learning walks and teacher grade teams are focusing on ensuring that all students are engaged in appropriately challenging tasks during their lessons which allows for high levels of student engagement and inquiry. However, refining rubrics for students to self- assess and gain detailed actionable feedback to move work toward mastery and beyond is not yet fully developed limiting students from taking ownership of expanding their own learning.

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.

During the 2015-16 school year, ongoing professional development will be provided for literacy strategies within the content areas so as to improve instructional practices and promote high levels of engagement that will result in 5% increase of student performance. Additionally, teacher collaboration will increase by 25% as evidenced by set schedule and protocols that we will put in place.

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>Collaborative teams involved in the inquiry process will focus on instructional coherence through the collection of data on how well students are learning the desired outcomes. Special education and ESL teachers will look at student work, formative and summative data, lesson plans.</p> <p>Collaborative Teams will examine data that involves the school environment, student performance and progress. Teams will gather and analyze a range of data</p>	<p>Classroom teachers, Coaches, Special Education & ESL , Coordinator</p>	<p>September 2015- June 2016</p>	<p>Classroom teachers, Coaches, Special Education & ESL , Coordinator, Assistant Principal, and Principal</p>

<p>including summative (e.g. State assessments, attendance, safety and discipline, student support services, referrals) and formative assessments (student work products and classroom observations) in order to create a clear portrait of the school's grade, or sub groups' strengths and areas of need. Teams will establish and sustain a transparent and collaborative system for measuring progress toward interim goals and will make adjustments periodically throughout the year.</p> <p>Data will consistently be gathered through walkthroughs and assessments. The data will then be interpreted for meaning through analysis and discussion. A plan of action will then be implemented, reflected upon and redefined. Through the use of the Common Core standards, teachers will begin to look at the larger goal, grade-specific goals and earlier grade-level goals to understand what pathways will allow a student to eventually produce grade appropriate work. By doing so, teachers will see what a student can do and adapt their teaching to meet the needs of their students, supporting differentiated and adaptive instruction.</p>			
<p>Teachers will ensure that unit and lesson plans are appropriately aligned to the CCLS curriculum and introduce complex materials that stimulate higher-order</p>	<p>Classroom teachers, Coaches, Special Education & ESL , Coordinator</p>	<p>September 2015- June 2016</p>	<p>Classroom teachers, Coaches, Special Education & ESL , Coordinator, Assistant Principal, and Principal</p>

<p>thinking and develop knowledge around specific content. Teacher teams will develop lessons that are rigorous with higher order questions in instruction as well as inquiry based learning opportunities.</p>			
<p>Support teachers to develop and nurture their instructional expertise during regularly scheduled meetings with targeted agendas based on student and grade data to ensure that all unit plans across their grade subjects are appropriately aligned to the CCLS curriculum and students' needs. Provide weekly professional development and team meetings, to conduct data cycles and plan differentiated supports for students.</p>	<p>Classroom teachers, Coaches, Special Education & ESL , Coordinator</p>	<p>September 2015- June 2016</p>	<p>Classroom teachers, Coaches, Special Education & ESL , Coordinator, Assistant Principal, and Principal</p>
<p>Scheduling provides the structure that encourages teacher collaboration through a common flow of the day that supports professional development (inter-visitation, lunch-n-learn sessions). All teachers will be given time to work with the collaborative teams weekly. There will be teams that are school wide and others that are grade specific. Teams will analyze relevant data, test out instructional approaches, create and refine common student tasks. Through effective accountable collaboration, teacher teams will develop goals; support the culture of data; discuss common issues, questions, and concerns; as well as support the quality of instruction, and the</p>	<p>Classroom teachers, Coaches, Special Education & ESL , Coordinator</p>	<p>September 2015- June 2016</p>	<p>Classroom teachers, Coaches, Special Education & ESL , Coordinator, Assistant Principal, and Principal</p>

integration of technology and inquiry to engage students			
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Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Staff and parents, Weekly planning time, Coaches, and instructional materials. Additionally per session will be provided to support teacher development and planning teams.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)	X	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.
Our monthly Learning Walks, Teacher Observations, and student outcomes will be reviewed and discussed monthly to monitor Instructional shifts. By December of 2015 we will see 5% increase in Common Core Benchmark 5assessments.
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).	€
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	€
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.	€
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).	€
<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>During the 2015-16 school year , all teachers will have at least 10 instructional feedback interactions with a supervisor, including 4 written formal/Informal observations for both tenure and non-tenured teachers. The basis of the feedback will be around the work of the Danielson Framework For Teaching, Our focus for this school year will be:</p> <p>Competency 1a- Demonstrating Knowledge of Content & Pedagogy</p> <p>Competency 1e- Designing Coherent Instruction</p> <p>Competency 2a- Creating an Environment of Respect & Rapport</p> <p>Competency 2d- Managing Student Behavior</p> <p>Competency 3b- Using Questioning & Discussion Techniques</p> <p>Competency 3c- Engaging Students in Learning</p> <p>Competency 3d- Using Assessment in Instruction</p>		

Competency 4e- Growing & Developing Professionally

The work of teacher teams is complemented by grade level lead teachers who take on significant leadership roles and work as facilitators at weekly teacher meetings.

Frequent visits to classrooms by school leaders and New York City Department of Education (NYCDOE) talent coach provides teachers with effective actionable feedback and next steps that support the ongoing development of teacher practice. Coaches supported teachers with planning units, lessons and instructional tasks resulting in cohesive teacher planning across all grades. School leaders' normed focus on all components of Danielson's Framework ensures teachers receive feedback on various elements of their instructional practices. The principal and assistant principals meet with teachers on a scheduled one to one basis to discuss their strengths and areas to improve. An outside consultant provides teachers with model demonstration lessons and supports scheduled inter-visitations. New teachers are paired with school coaches, talent coaches or mentor teachers to support their growth in all areas of Danielson's Framework. Strategies and suggestions on ARIS Learns provide additional resources for teachers to access so that they may continue to improve their instructional practice. Cursory visits by school leaders and coaches ensure teachers are reflective about their practice and accountable for recommendations made. As a result, there has been a 20% increase of teachers moving from the developing level to the effective level in across all of Danielson's domains since the beginning of the school year. School leaders' ongoing visits to classrooms effectively capture teacher strengths and areas of challenge for teacher practice. As a result of one to one goal setting with school leaders, teachers focus on a specific component of Danielson's framework identified in need of strengthening. Therefore, teachers planned with coaches and lead teachers, and teachers with a particular area of expertise provide professional development to staff. For example, a teacher particularly knowledgeable in the area of supporting English language learners provides teaching strategies to a teacher in need of support in this area. As a result, more ESL students scored proficient on the 2014 NYSELAT. In addition, frequent teacher use of exemplars of instructional practices from ARIS Learn supports teacher practice. School leaders' targeted feedback, aligned teacher supports and clear expectations around planning and instruction has resulted in teacher self- reflective practice, improved teacher planning thus ensuring that all students are receiving quality instruction.

Areas of Improvement:

We need to continue to monitor and modify our systems for school improvement, especially as it relates to our Reading curriculum. Although the school has committed to the use of the NYCDOE recommended Literacy program ReadyGen and teachers plan together to design effective Units, we still need to continue to address our SWDs and ESL students. We must continue to boost the level of rigor of the program and develops teacher's expertise with the ReadyGen materials/resources. Our instructional shifts and full alignment to Common Core Learning Standards (CCLS) is still developing, therefore impacting the consistency of instructional rigor needed to ensure students are on a path to higher learning and college or career.

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.

During the 2015-2016 School Year, supervisors will clearly articulate the school goals and engage in regular mini-observations and evaluative observations, and mentors will be assigned to all new teachers, which will result in eighty-five percent of all teachers rated Effective in Domain 3.

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>~The administrative staff will use the Danielson Framework for Teacher Development as a resource to develop their professional goals for the school year.</p> <p>~Build teacher’s knowledge of the Framework through the Professional Development Mondays.</p> <p>~Use the Danielson Framework for Mid-year Conversations in December and January; anyone who is consistently below Effective</p>	<p>Classroom Teachers, Students</p>	<p>September 2015- June 2016</p>	<p>Classroom teachers, Coaches, Special Education & ESL , Coordinator, Assistant Principal, and Principal</p>

<p>will then be put on a Teacher Improvement Plan.</p> <p>~Use the Danielson Framework for End-of The year Conversations in June 2016</p> <p>~Mentor teachers will use the Framework in their work with mentees to support their development</p> <p>~The Principal and each Assistant Principals will have observed classroom teachers a total eight times by May 2016</p>			
<p>~All teachers will develop and use CCLS appropriately aligned lessons plans that promote higher-order thinking skills in all groups of students and develop analytical, evaluative and reflective skills across content areas by providing supports and extensions necessary for student achievement.</p>	<p>Classroom Teachers, Students</p>	<p>September 2015- June 2016</p>	<p>Classroom teachers, Coaches, Special Education & ESL , Coordinator, Assistant Principal, and Principal</p>
<p>~Continue to offer AIS programs for SWDs and ESL students, including After school programs, Do the Reading/Math homework help morning group, homework help for SWD and ESL students each morning,.</p> <p>Use mid- year data action plans” for teachers to plan specific strategies to help struggling students</p>	<p>Classroom Teachers, Students</p>	<p>September 2015- June 2016</p>	<p>Classroom teachers, Coaches, Special Education & ESL , Coordinator, Assistant Principal, and Principal</p>
<p>Parent Workshops around these focus areas:</p> <p>1. Student Achievement</p>	<p>Parents, Parent Coordinator</p>	<p>September 2015- June 2016</p>	<p>Classroom teachers, Coaches, Special Education & ESL , Coordinator, Assistant Principal, and Principal</p>

2. Social Emotional Development			
3. Homework help			
4. Community Services			
Parent Outreach services			

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.											
Administrators, Coaches, Teachers, parents, students, Learning Walks, Breakfast With Principal, Student award ceremonies, Saturday and After School Classes, AIS providers, Math Enrichment program, Parent programs											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA	X	P/F Set-aside	X	21 st 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.
<i>Advance</i> data indicate in January that 65% of teachers are scoring ‘effective’ in observations. Teachers who are not at “effective” have action plans in place to meet the goal by the end of the school year.
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.	E
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.	E
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.	E
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.	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>Developing</u> and <u>Ineffective</u>. 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>Parents appreciate the school’s efforts to involve them in their children’s learning through monthly calendars, newsletters and monthly progress report. Consequently, they appreciate the high expectations that are consistently communicated and how well their children are progressing. Several parents are fully involved in the daily life of the school and its leadership team. They particularly enjoy the workshops and speakers that provide training. Consequently, they find the school welcoming and</p> <p>supportive, giving parents a real sense of being partners of the process to support their children’s achievement. As a school community, we recognize the importance of developing the whole child and preparing them for their role as future citizens. We continue to strive to create a warm and nurturing environment for all of our students. Our guidance counselors, social workers and school psychologists provide lessons to support the emotional and social development of the students and organize special assemblies. Additionally, our book-of-the-month selections provide school wide conversations around topics of acceptance, friendships and anti-bullying. Our campus is a very welcoming environment. When you walk in the front door, you will see the flags of the many countries that our families and staff are from celebrating Cultural diversity. The building is well maintained and teachers and students create beautiful displays to support a positive learning climate. At PS 306 we have many family-oriented events. In addition to holding the four mandatory school-wide meetings with families, we have a monthly ‘Sip & Chat’ with parents and Student Of The Month assemblies celebrating academic achievement. Staff are utilizing the Tuesday Parent Engagement time to create relationships with the families of their homeroom students. They are called each week and invited to participate in our weekly curriculum shares. At the curriculum share, a teacher informs the parents and other teachers on the grade about their current unit of study and how everyone can assist the student to learn the material. The Principal holds regular, “sessions. At these meetings parents are informed about specific topics and have a chance to ask questions and</p>		

comment on anything at the school. They also visit classrooms during these sessions. The parents/guardians provide ideas for future sessions. We work in collaboration with Morris Heights Medical and Mental Health Clinic (housed in our building) to provide resources for families. Every Saturday, we hold ESL classes for parents from our school. Our students assist the parents with the computer-based portion of the class. Parents and families of students at P.S. 306 are provided with opportunities to participate in the Parents' Association, the School Leadership Team, parent education activities that relate to building strong home/school partnerships, family literacy, family math, workshops which promote an understanding of performance standards and the new promotional criteria, the parent volunteer program, and accessing the services of community resources.

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.

During the 2015-16 school year, there will be increased opportunities for parent engagement with in the school so that parents and families feel welcomed and encouraged to engage with the school and student learning which results in 15% increase in attendance in parent teacher conference, workshops, and special events .

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) <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>~Parents and families of students in the P.S. 306 will be provided with opportunities to participate in school-based planning committees, and in the School Leadership Team. Parent education activities that relate to building strong home/school partnerships, family literacy, child development and accessing the services of community resources will also be available.</p>	<p>Parents, Teachers, Support Staff, PTA President</p>	<p>September 2015- June 2016</p>	<p>Parent Coordinator, Principal, Assistant Principals</p>

<p>~Offer-parent training workshops/meetings related to:</p> <ol style="list-style-type: none"> 1. Eligibility criteria for entrance into various programs (e.g. bilingual programs); 2. Educational structure and terminology; 3. Rules and regulations regarding budget expenditures 4. Parenting skills; 5. Math, literacy, Home School Partnership , Health Education 6. Introduction to Microsoft Word, Excel, PowerPoint, and the use of the internet 7. Summer camp listings and assistance 8. Resume and cover letter development 9. Medical/health related resources in the community <p>Adult and Continuing Education program (ESL and Basic Education</p>	<p>Parents, Teachers, Support Staff, PTA President</p>	<p>September 2015- June 2016</p>	<p>Parent Coordinator, Principal, Assistant Principals</p>
<p>~Provide a Parent Room in which parents will feel welcome and can coordinate activities for parent involvement.</p> <p>~Provide resources for family outreach to assist and inform parents, and involve them in the school community.</p>	<p>Parents, Teachers, Support Staff, PTA President</p>	<p>September 2015- June 2016</p>	<p>Parent Coordinator, Principal, Assistant Principals</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.											
Parent Coordinator, Supplies, Materials, Incentives, etc. Parent involvement Title I funds will be used to pay for parent trainings, workshops, and incentives.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA	X	P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)	X	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.											
By January 2016 we will assess our goals and action plan. Additionally, parent meetings/conference sign in sheets will be collected and monitor and increase parental involvement.											
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)	A student performs below grade level on the Baseline assessments, NYS exams, etc.	INTERVENTION BY DESIGN RTI	Differentiated instruction will take place in every classroom through Tier I interventions and small group instruction. Through frequent content assessments, AIS meetings, and data analysis of student performance students will be placed in Tier II & III intervention. Students who are not benefiting from Tier I interventions will be referred to participate in the Intervention By Design program with close monitoring. Additionally those students will participate in the Young Scholars After School program	Before school, during the day, after school and Saturdays
Mathematics	A student performs below grade level on the Baseline assessments, NYS exams, etc.	ENVISIONS	For Math AIS we will be using the Math Diagnosis and Intervention System that accompanies Pearson's enVisionMath Program. This 4 step system is built around Assessment, Diagnosis, Intervention, and	Before school, during the day, after school and Saturdays

			Monitoring. There is an entry level assessment that is used to diagnose the areas of need students have. Students are then grouped according to similar needs. The materials provided in the program run parallel to the enVisionMath	
Science	A student performs below grade level on the Baseline assessments, NYS exams, etc.	Harcourt Science Program	In addition to the state mandated periods of science instruction, we have two Science cluster teachers who service students in grades K to 5. The classroom teachers also integrate Science into the literacy block via the use of Science related books and materials.	During the day, after school and Saturdays
Social Studies	A student performs below grade level on the Baseline assessments, NYS exams, etc.	Harcourt Social Studies Program	In addition to the state mandated periods of Social Studies instruction, we have two Social Studies cluster teachers who service students in grades K to 5. The classroom teachers also integrate Social Studies into the literacy block via the use of Science related books and materials.	During the day, after school and Saturdays
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	A student performs below grade level on the Baseline assessments, NYS exams, etc. and requires social emotional support	PBIS At Risk Counseling Mandated Counseling	Individual counseling for students in crisis to address emotional issues. This service is scheduled during the school day. Small group or individual counseling to address the social and emotional needs of	Before school, during the day, after school and Saturdays

			at risk students. This service is scheduled during the school day. Crisis intervention, individual, small group and family counseling to address behavioral, emotional and social issues. This service is scheduled during the school day and after school, including evenings	
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Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>We have partnerships with Fordham University, Oswego, Lehman College and NYU. We assign student teachers to our most highly effective teachers, who serve as mentors. We provide mentoring and all of the professional development that is provided for all of our teachers during a mentees time in our school. All staff members will receive professional development that is targeted and specific to their license area. New Teachers will be paired with a Mentor and will be supported by the New Teachers organization. I will continue to build capacity from among my staff and train teachers for leadership positions. Our administrative team will further support teacher leaders by selecting at least one teacher per grade to participate in the 2015-16 Teacher Leadership Program (TLP) . The Teacher leadership program is designed to build the capacity of teacher leaders in order to promote distributive leadership and improve student outcomes. Additionally, TLP is working with teacher leaders to ensure that the work of teacher teams is aligned to Quality Review indicator 4.2. TLP is training teacher leaders to facilitate and support their colleagues in teams to engage in learning with texts, look at teacher and student work in order to assess its alignment to the Common Core Learning Standards, visit colleagues' classrooms to give actionable feedback using the targeted competencies in Danielson's Framework for Teaching , and create professional learning communities focused on increasing student achievement. Teacher leaders will facilitate learning opportunities with their colleagues in three ways:</p> <ul style="list-style-type: none"> • Logistics: Teacher leaders will be implementing the logistical strategies they are learning in the program to develop a long term plan to work with their teams as well as understand how to plan agendas for and facilitate weekly team meetings. • Learning: With their teams, teacher leaders will develop a vision for the work they will do together and tracking the progress of the team. • Longevity: Teacher leaders will help their colleagues identify how the inquiry work of the team is related to school goals and broader DOE initiatives such as the citywide instructional expectations and special education reform (A Shared Path to Success). <p>There are also orientation sessions and monthly check-in's, by administrators. Student teachers are observed and viewed as possible applicants.</p>

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).
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Professional Development will be an essential component to support teachers understanding and extend best practices in all areas of instruction to bring students to grade level performance. Teachers will receive training and support from various school leaders including the Assistant Principals, Instructional Support Specialists, Grade Level Leaders, peer teachers, Network Specialist and the Department of Education on effective instructional strategies, interventions and differentiation. As written in our School Wide Professional Development Plan, each teacher will be provided with internal or external learning experiences based on their needs. The Instructional Team will monitor compliance standards and revise the systems as needed. A major initiative for the 2014-2015 school year will be our work to support and improve instruction in Reading, Writing and Math. Staff developers will work with our Administrators and Teaching staff to ensure that our instructional model supports effective strategies which includes measurable timelines, established goals, and identified resources to supports students.

Teachers will be involved in a sequence of professional development throughout the year that provides multilayered support to teachers; involving demonstration of teaching, in-class coaching, assessment support, and study-groups on lifting the level of instruction on particular units of study or on supporting students with particular needs. Professional development opportunities will encourage teachers to continuously evaluate and revise their classroom practices to improve student outcomes.

The Charlotte Danielson Framework will be used as the foundation for professional conversations among practitioners of the school’s mentoring, coaching, professional development, and teacher evaluation processes. The Charlotte Danielson Framework will be used as an observational tool to enable administrators to provide consistent feedback to staff on order to improve the quality of instruction. Teachers will be supported in the use of a variety of instructional strategies, including the use of technology to encourage students’ development of critical thinking, problem solving and performance skills.

Teachers will be provided with differentiated support on specific developmental, pedagogical, and content knowledge needs (including mentoring, teacher learning, coaching, and targeted professional development opportunities) with special attention to new teachers and teachers who are new to an in/out of classroom position in the school.

All teachers working with our ELL and SWD populations will receive professional development specific to meeting the needs of our targeted students, including the use of NYSESLAT data to differentiate strategies to meet the needs of students and in the use of effective ESL strategies

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

The PreSchool programs in the area will be provided with a Spring Orientation for upcoming students and families. At this orientation, they will get the opportunity to learn about the Kindergarten curriculum and expectations. The Parent Coordinator along with the Assistant Principal in Kindergarten/1st grade will collaborate an ongoing partnership through the year to ensure a seamless transition for students from Preschool to Kindergarten

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

In the Spring of 2016 a Measures of Student Learning (MOSL) committee was formed, with members from all departments and grade levels. The MOSL committee recommended the assessments that would be used at the school for SY 2015-2016. Each member decided which assessment would best meet the needs of our students Following the administration of the MOSL assessments, teachers will meet to score the assessments and to plan future instruction based upon the student results.

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 Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	706,111.00	X	
Title I School Improvement 1003(a)	Federal		X	
Title I Priority and Focus School Improvement Funds	Federal	146,000	X	
Title II, Part A	Federal	167,910.00	X	
Title III, Part A	Federal	15,376.00	X	
Title III, Immigrant	Federal	0	X	
Tax Levy (FSF)	Local	4,074,276.00	X	

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. **[School name]**, 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. **[School name]** will support parents and families of Title I students by:

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The

school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

I. School Responsibilities

Provide high quality curriculum and instruction consistent with 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.

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 306
School Name PS 306		

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 Daryl Harrington	Assistant Principal John Hickman
Coach Miriam Katz	Coach Rose Pacifico
ENL (English as a New Language)/Bilingual Teacher Martha Canales	School Counselor Betsaida Bonano
Teacher/Subject Area Yvelisse Perez, 4th/ 5th	Parent Margaret Johnson
Teacher/Subject Area Brenda Diaz, 1st Grade	Parent Coordinator Debra Sloan
Related-Service Provider Altagracia Jorge, Speech	Borough Field Support Center Staff Member type here
Superintendent	Other (Name and Title) Stephanie Torres, ENL Teacher

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	5	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	1	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	4
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	1	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	768	Total number of ELLs	130	ELLs as share of total student population (%)	16.93%
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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	K <input checked="" type="checkbox"/>	1 <input checked="" type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input checked="" type="checkbox"/>
	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

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	0	0	0	1	1	1	0	0	0	0	0	0	0	3
Dual Language	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	1	1	1	0	0	0	0	0	0	0	3

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	130	Newcomers (ELLs receiving service 0-3 years)	123	ELL Students with Disabilities	20
SIFE	3	Developing ELLs (ELLs receiving service 4-6 years)	7	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	18	2	1	0	0	0	0	0	0	18
DL	0	0	0	0	0	0	0	0	0	0
ENL	105	1	15	7	0	5	0	0	0	112
Total	123	3	16	7	0	5	0	0	0	130

Number of ELLs who have an alternate placement paraprofessional: 5

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
Spanish	0	0	0	2	4	13	0	0	0	0	0	0	0	19
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	2	4	13	0	19						

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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	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									
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
TOTAL	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	13	19	16	24	20	26	0	0	0	0	0	0	0	118
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Urdu	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Arabic	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	3	1	0	0	0	0	0	0	0	4
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	2	1	2	1	0	0	0	0	0	0	0	0	6
TOTAL	13	23	17	26	24	27	0	130						

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSES LAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	7	1	5	1	4	14	0	0	0	0	0	0	0	32
Emerging (Low Intermediate)	0	3	4	7	8	2	0	0	0	0	0	0	0	24
Transitioning (High Intermediate)	2	2	1	6	2	2	0	0	0	0	0	0	0	15
Expanding (Advanced)	4	15	7	12	10	11	0	0	0	0	0	0	0	59
Commanding (Proficient)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	13	21	17	26	24	29	0	0	0	0	0	0	0	130

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSES LAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
GRADES 9-12: EXPANDING ON THE NYSES LAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	2	3	4	9	4	0	0	0	0	0	0	0	22

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	13	5	1	0	19
4	16	2	2	0	20
5	1	7	0	0	8
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	0
NYSAA	0	0	0	0	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	15	0	7	0	3	0	0	0	25
4	6	10	1	0	2	2	0	0	21
5	7	3	2	0	0	0	0	0	12
6	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA	0	0	0	0	0	0	0	0	0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	3	4	7	5	3	1	1	1	25
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
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				
US History and Foreign Language				
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)	2	4	10	7	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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

1. 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.

Several assessment tools are used to assess the early literacy skills of our ELLs. We use baselines and endlines for reading, writing and math based on our reading program-Ready Gen and our math program-Envision. We also use DRA in English, and EDL in Spanish to gather data to drive our instruction. In addition, teachers’ observations gathered from small group instruction, guided reading, and individual conferences also inform our instructional decisions.

Our school uses EDL (Evaluacion del desarrollo de la lectura) and Foundations Phonics Program to assess the ELLs’ literacy development in English and Spanish. We use the DRA Reading Analysis to measure the ELLs’ letter identification, phonemic awareness and word recognition. The DRA and EDL are used to assess the ELLs’ reading behaviors in English and Spanish.

All ELLs are assessed mid-year using the DRA to determine whether or not they are meeting the reading benchmarks. Towards the end of the school year, they are again assessed using the school- made baselines, DRA, and EDL. The ELLs in first grade are assessed using the DRA and EDL two times a year. Some of them might be assessed more often if they are struggling with learning to read.

The Estrellita program, a Spanish Accelerated Reading Program is used in the bilingual program as an assessment tool, especially to assess and support our native students. All the other ELLs entering our school are assessed using the DRA and/or EDL to determine their reading abilities to establish a baseline reading level at the beginning of the year. The goal is to determine whether or not the ELL is on grade level in English and/or Spanish reading so that appropriate instruction can be provided. At the end of the school year, all the ELLs are assessed using the DRA and EDL. The majority of the ELLs in the transitional bilingual program are at or above grade level in reading in Spanish. In English, their reading levels will vary depending on their time of entering into the TBE or ESL program.

Overall, the ELLs are at the beginning literacy level when they first enter the school in kindergarten and first grade. As they progress to the second and third grade, they start developing stronger reading skills. The ELLs in the TBE program progress faster in their native language than in English, which is their second language. Based on the early literacy assessment data, 60-75% of entering ELLs in kindergarten and 65% of the entering ELLs in first grade are at the beginning literacy level. About 50% of all ELLs enter first grade with complete letter recognition and phonemic awareness in their native language. With the English reading levels gathered for the ELLs in the third grade TBE and ESL programs, the data show that their English reading levels are about the same: 60-75% of ELLs in the bilingual program are at the beginning and intermediate levels and 100% of ELLs in the ESL program are at

the beginning and intermediate levels. It seems that in this grade the ELLs in the ESL program read at a little higher level than those in the bilingual program.

The data seem to confirm the current research that a solid L1 leads to a stronger L2 and that reading skills can be transferred from the first language to the second language. Our school builds our ELLs' native language proficiency as much as we can so that the acquired literacy skills of the native language can be transferred to the acquisition of the second language, i.e., English.

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

The 2014-2015 data reveals that ELLs in kindergarten 91% of all the new admits scored at the entering level, 3% scored at the transitioning level and 6% scored at the expanding level. In grade 1, 72% of the students scored in the expanding level, and in second grade 41% scored at the expanding level. In third grade, 46%, in fourth 41%, and fifth grade 37% scored at the expanding level. Our ELL population proficiency levels are follow: 24% are at the entering level, 18% at the emerging level, 11% at the transitioning level, 45% at the expanding level.

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

The information we obtained from the AMAO tool is used to create, and guide our Response to Intervention Programs such as AIS, After-school Programs, and Saturday Academies. In addition, this information is also used to determine which Bilingual Programs and models need to be in place to provide services to our students to acquire the English language needed for success in all areas. Also, this data is used by the teachers to differentiate intervention strategies when forming groups or classes. The data revealed in the 2014-2015 AMAO, shows that 9% of our ELLs achieved proficiency on the NYSESLAT but 81% of all our ELLs made progress in English Language Acquisition.

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?

Transitional Bilingual Education (TBE) Program

Overall, the ELLs' English proficiency levels seem to have to do with the extent of exposure to the English language when the students first enrolled in our school. If the language spoken at home is exclusively one other than English, the student tend to be at the beginning level of English proficiency. In other cases, there are varying proficient levels of English due to the prior language environments.

Based on the Spring 2014 NYSESLAT data, the ELLs in K and Grade 1 cluster around the beginning and intermediate level: 99% in K and 90% in Grade 1.

Data for the comparison between English LABR and Spanish LAB assessments are available for newly enrolled students. For the newcomer ELLs, the comparison between Spanish LAB and English LABR scores shows that most ELLs are at the beginning level in English. In their native language, Spanish, 85% of ELLs in kindergarten are at the beginning level, 12% are at the intermediate level, and 3% at the advanced or proficient level. The data in test taking among the ELLs in English as compared to the home language can not be analyzed yet since we only received the preliminary scores. The periodic assessments were not given to our ELLs for the 2014-2015 school year. In prior years this assessment has been used to inform teachers with detailed information about their student's strengths and needs in English language development which they used as a resource to help plan individual and group instruction.

As for the role of the home language, there are variations in the TBE and ENL programs. In a TBE program, the native language is an integral part of Common Core instruction. In this program the students develop conceptual skills in their home language as they learn English. Students are instructed with various levels of content mastery and literacy development in both languages. Considering second language acquisition research and our ELL population, we have put into practice the theory that strong L1 will facilitate the acquisition of L2. As ELLs' proficiency levels in English progress a higher percentage of English use is applied in instruction. For example, the beginning ELLs are instructed in their home language for 75% of the day, the intermediate ELLs, 50%, and advanced ELLs, 25%. In other words, the beginning ELLs receive 25% of instruction in English per day, the intermediate ELLs, 50%, and the advanced ELLs, 75%.

In the ENL program, the home language is more of a support role. Whenever there is an opportunity, the home language is used as a resource for teaching and learning. Students are provided with literacy and content related materials in their home language when necessary to facilitate learning. Language tools such as dictionaries and thesaurus are also provided in different languages. This question was answered based on 2013-2014.

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](#).]

We use data to guide and improve the quality of our core instruction and to make sure that our students have quality opportunities to receive targeted instruction that matches their needs. If students are having difficulty, we either provide additional support for the teacher Core Instruction with new research-based practices to improve the delivery of effective instruction or we provide Tier 2 or Tier 3 intervention depending on the number of students showing difficulty. We also look at other factors to be addressed like family dynamics, motivation, or health issues to provide appropriate support. Our school uses data to guide instruction for ELLs in many ways. First, teachers analyze the data to identify struggling students in their classes, if the majority of them are showing little progress then teachers focus on improving core instruction. After, we examined achievement at the classroom level, the next step is to

gather specific information about the students' classrooms experiences, and their home and community context in order to support their needs. We analyze data through a language acquisition lens to make sure the students needs are not confused with a learning disability. Then, we design and implement targeted supplemental support and we use assessments to monitor the effectiveness of the supports. Our AIS program targets ELLs students in the bottom 1/3 of the school population in grades 3-5. Students who scored level 2 or below on the ELA and Math State Exam are identified and placed in the AIS program . This program uses the Intervention by Design Data Management Program to assess and drive instruction. This program provides the students with support in the development of phonemics awareness, phonics instruction, vocabulary development, reading comprehension and fluency.

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

Our school analyze informal and formal assessment data in order to determine ELL progress in different content areas as it pertains to English proficiency. The student's language development is considered in all our instructional decisions. We use the Targets of Measurement and the Bilingual Progressions in planning for new language instruction. The stages of language acquisition are used to differentiate teaching in learning in the ELLs classrooms. In addition, these stages help us identify the strategies and skills that our ELL students need to master in order to achieve academic and conversational language. The Targets of Measurement enable us to support and scaffold learning to make content and language comprehensible to all students regardless their language proficiency. Our student's educational history and cultural background are considered when planning the ENL curriculum.

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:

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

To evaluate the success of our programs for ELLs, we make sure we use formal and informal assessments throughout the year to monitor them. At the beginning of the year, we look carefully at result of the NYS performance assessments the ELA, Math, Science and NYSESLAT scores. We use the results to provide teachers and administrators detailed information to plan instruction, staff development, as well as academic intervention instruction and RTI to support our ELLs. In addition to NYS and NYC formal assessments, we assess our students regularly using DRA and instructional unit assessments aligned to our common core curriculum in all subject areas.

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.

1. In order to identify English Language Learners in our school, we follow the following steps. During the months of June through September, the ESL/bilingual coordinator, and a licensed ESL teacher, work with the pupil accounting secretary, Reina Melendez during the registration process to complete the intake of potential English language learners. Both teachers are fully certified by the state of New York as teachers of English to speakers of other languages. In addition, one of the teachers is a certified Spanish teacher and the other one is a certified bilingual teacher. Parents of potential ELLs are welcomed into the school by the ESL/bilingual coordinator, the parent coordinator, Debra Sloan and the ESL teacher. The ESL staff sits with the pupil accounting secretary during registration to ensure that no potential ELL is missed. To identify our ELL population, each family completes a Home Language Identification Survey (HLIS) upon registration. The ESL/bilingual coordinator reads the HLIS to determine a home language other than English. To aid the parents in filling out this form correctly only a trained pedagogue conducts an informal interview with both the parent and student in English and the home language. Normally, the ESL/bilingual coordinator conducts the interview in Spanish if this is the family's native language. When necessary, the ESL/bilingual coordinator uses the translation and interpretation hotline to communicate with the parents. The student is also interviewed in English and in his or her native language (when possible), student's school work and IEP are reviewed (if available and applicable) to determine the student's status as a potential English language learner. Then, if the student's home language is not English the NYSITELL is administered. The tests are scanned and the results are kept on file digitally on the ESL/bilingual coordinator's computer and a hard copy is kept on file in the "Services for Pupils with Limited English Proficiency" binder in the ESL/bilingual coordinator's office. The Spanish LAB is administered when a student whose home language is Spanish receive a raw score below the cut score on the NYSITELL. This assessment is used to determine literacy in Spanish. Scores on these assessments reveal at what level the student's language acquisition is and this information is passed on to the

teacher. He/She uses this information to differentiate to the specific needs of the learners. In addition, if the student is determined to be and ELL, the information gathered in the HLS and the NYSITELL is use to determine if the students requires further assessments for Sife statuses. On the other hand, determination for NYSITELL for students entering the school with IEP's will be based on the decision of the Language Proficiency Team. The NYSITELL and the Spanish Lab are administered and scanned into ATS within 10 days of school enrollment. Parents are informed of the NYSITELL and EII Status using the NYCDOE standard parent notification letter within 5 schools days.

In addition to the ESL/bilingual coordinator, Martha Canales and the ESL teachers, Stephanie Torres and Brenda Diaz, 1st grade bilingual teacher are trained in how to conduct the interviews, how to help parents complete the HLIS, and how to administer the NYSITELL and Spanish LAB. Ms. Diaz is a dually certified teacher, both in ESL and in bilingual education. Also, three additional teachers were trained in the intake and initial testing process, and Yvelisse Perez, 4th and 5th grade bilingual teacher. Perez is dually certified as a teacher of ESL and as a bilingual teacher. Ms. Feliu is a certified ESL teacher. In the event that the ESL/bilingual coordinator is not available or not in the school, the intake and testing process can take place without interruption.

At the time of registration, once a child is determined to be an ELL, parents are offered the option of attending one of the two parent orientation sessions, offered within the first five school days of the year or having a individual session and watch the orientation video at the time of registration. The Orientation Video for Parents of English Language Learners is available for viewing on a computer located in the main office. This option will be offered to parents who are unable to attend one of the parent orientations or to those parents who register their children throughout the school year. Parents will sign-in and the ESL/bilingual coordinator will follow the talking points on the agenda. This sign-in sheet is kept on file in the main office. Once the parents watch the video, the ESL/bilingual coordinator explains the research behind the available language acquisition programs. The parents also learn that the language acquisition programs are most effective if they stay in the program until they reach English language proficiency and that a child cannot be changed from one program to another mid-year. All of those changes must be done at the beginning of the school year. Parents then have an opportunity to ask the ESL/bilingual coordinator any questions about the programs available throughout the city. Then, the ESL/Bilingual coordinator works with the parents to make the best program placement for the child. The parent coordinator is present and available to the parents as an advocate. At that time, parents complete the program selection form and the parent survey. If parents are interested in a program that is not available , the ESL/bilingual coordinator will contact the Department of English Language Learners and Student Support which will coordinate the transfer with the Office of Student Enrollment.

For those parents who do not watch the orientation video at the time of registration, an invitation letter is sent home. This letter is translated into Spanish. The parent orientation sessions are held by the ESL staff, Martha Canales, Stephanie Torres and the parent coordinator, Debra Sloan. They are conducted in English and Spanish. For those parents who speak a language other than English or Spanish, the ESL teachers contact the translation and interpretation hotline for an on-the-spot interpretation of the talking points in the meeting. Then, those parents can watch the video in their native language, if it is available. At these meetings, the teachers explain all the programs available to the parents so that they can make an informed decision. Parents watch the program video; the ESL staff explains the research behind the language acquisition programs. They also share the Nysitell test results with the parents and explain what types of English language acquisition programs are available in the city of New York. Although the ESL teachers are available to answer any questions and to offer advice, the parents are the ones who have the final say in their child's placement in an English language acquisition program. Once a decision has been made, parents complete the parent survey and the program selection form. All agendas, sign-in sheets, parent surveys and program selection forms are kept on file in the ESL/bilingual coordinator's office. In addition, a formal record of the program selection form is plced in the student's permanent recods and accessible for State and City audits and reviews. This is all done within the first 5 days of student enrollment. Parent orientation meetings are also held through out the school year. Meetings are held in the mornings and evenings to accommodate working parents.

If parents register new students during the school year after the orientation meetings have been held, the pupil accounting secretary reviews the HLIS and informs the ESL/bilingual coordinator if a language other than English is spoken at home. Then, the coordinator and the parent coordinator come to the main office to welcome the new family to the school. The ESL/bilingual coordinator conducts an informal interview with the parents , reviews the choices on the home language survey. She also interviews the child in English and in their native language (whenever possible). The NYSITELL is administered on the spot to determine if the child is an ELL. If the child receives a score below the cut score, the parents watch the orientation video to learn more about the available programs after the meeting has been held. Then, the ESL/bilingual coordinator has a one-on-one conference with the parents to determine the most effective placement and to complete the necessary paperwork. Parents complete the survey and the program selection form. As always, the parent has the final say in the choice of their child's program. If the ESL/bilingual coordinator is not available or out of the building, one of the other teachers in the school who are licensed and trained in the process is called to guide the parent through the selection of a program for their child.

For those parents who do not attend the parent orientation, the ESL/bilingual coordinator, the ESL teacher, the family worker, and the parent coordinator, Ms. Sloan, make phone calls to reach out to these families. They ask the parents to come into the school to view the video and to discuss the program placement for their child. ((If they are unavailable to attend a one-on-one meeting, the parent survey and program selection form is then mailed home, and must be returned as soon as possible.)) If a form is not returned, the student will be placed in a bilingual program as per CR Part 154.2.

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).

In order to identify SIFE students, our school follow the ELL Identification Process first to determine ELL status. Then the information obtained, is analyzed to determine if the student requires further assessment for SIFE status. If there are indications that the student had an interruption or inconsistency in their formal schooling the SIFE identification Process is conducted. First, the oral interview is administered. Second, the Literacy Evaluation for Newcomer SIFE (LENS) is administered.

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).

NYSITELL eligibility for students entering school with IEPs is based on the determination of the Language Proficiency Team. This team consist of a school administrator, John Hickman, a certified related provider with a bilingua extension, Altagracia Jorge, speech provider, Martha Canales, teacher of English to speakers of other languages and Ms. Spence, Special Education Coordinator and IEP teacher. The student's parent or guardian must also be part of the team. When necessary, a qualified interpreter or translator is provided. This process begins when a student has an IEP and the Home language is other than English. Then the LPT reviews evidence of the student's English languag development. If the LPT recommends the student to take the NYSITELL, the child is administered the test to determine ELL status. At this point, the ELL Identification Process continues as with all students. On the other hand, if the LPT recommends the student not to take the NYSITELL a different process needs to take place. The LPT's recommendation is sent to the principal for review. Upon review, the principal decides whether or not the child should take the NYSITELL. Then if the principal determines that the student should take it, the ELL Identification Process continues as with ELL students. If the principal determines the student should not take the test, his or her determination is sent to the superintendent for review. Lastly, if the superindendent determines the student should not take the NYSITELL the ELL Identification Process terminates and parents are notified within three days of the decicion in the parent's or guardian's preferred language.

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.

Once, the NYSITELL is scanned and score parents are notified the results of the NYSITELL and ELL status using the NYCDOE standard notification letter. Entitlement letters and non-Entitlement letters are mailed to parents within five days of ELL determination along with the parent invitation for the parent orientation meeting. In addition, hard copies are given to the parents or the students. Continued Entitlement letters are also mailed to the parents and hard copies are given out.

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).

Our school has established a specific protocol and assigned qualified and trained staff to manage both the initial and Re-identification. At the time of these processes when a student has been identified as an ELL the parents, guardians or teachers will be informed about the right to appeal ELL status within five 45 days. They will be informed orally about their right to appeal and it will also be included in the entitlement letter that it sent home once the student has been identified as an ELL.

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.

To ensure that parents of ELLS understand all three program choices : Transitional Bilingual, Dual Language, and Free Standing ESL, they are informed about these programs during our orientation meetings, or through our individual sessions. Our ESL staff explains the three programs to the parents in parent's home language when is possible. During this time, parents also have the oppourtunity to ask questions about educational programs and services available for their children in the school. They are also provided with with a brochure "A Guide for Parents: Transitional Bilingual Education Programs, Dual Language Programs, and English as a Second Language Programs" All the literature is provided in the parent's language if is available. In addition, parents view the Parent Orientation Video for English Language Learners. The video is available in different languages such as Bengali, Urdu, Russia and Spanish. If a parent's home language is other than what is available in the brochures and videos there is usually a parent interpreter present for assistance whenever is possible or the ESL staff contact the translation and interpretation hot-line.

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.

Parents of students who are entitled to ESL/ Bilingual services are notified at the beginning of the school to inform them of the services available to their children. Every September, for those students who do not receive a proficient score on the NYSESLAT, continued entitlement letters are sent to parents. The letter tells parents what level their child scored and what program their child is currently in. At the bottom of the form is a slip to sign and return to show that parents approve of the continued placement in the selected program. The signature slips for continued entitlement are kept on file in the ESL/Bilingual coordinator's office. If parents wish to change from one English language acquisition program to another, they call or visit the ESL/Bilingual coordinator to discuss their options. During this meeting, a decision is reached. Parents complete a new program selection form, indicating the new program; the original is kept on file in the ESL/bilingual coordinator's office and a copy is placed in the child's cumulative record. To ensure that all Entitlement Letters, Parent Survey and Program Selection Forms are returned, our school has different steps in place. The ESL staff reaches out to the students to remind their parents to return the signed forms in. If parents do not send them by the second reminder, a duplicate of the form is sent home along with a phone call. The ESL staff or the Parent Coordinator, Debra Sloan, place phone calls to the parents who have not returned these forms to invite them to schedule an appointment at a convenient time for them. In cases where parents cannot be reach, a letter is sent to notify them about dates and time of new meetings. As for the parents of newly enrolled and identified English Language Learners these forms are completed and collected during the different scheduled orientation meetings with them. At these meetings parents are provided with all the information regarding the programs available in the New York City education system. Every effort is made to reach our parents of ELLs to inform them and collect all entitlement letters, Parent Survey and program Selection Forms. If a program selection form is not returned after all these steps are taken place, the student will be place in a default program for ELLs, Transitional Bilingual Program as per CR Part 154.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. Our school has a system to monitor the Parent Survey and Program Selection that have not been completed and returned by the parents. To begin with, our staff makes sure that all forms are completed and signed by the parents during our parent orientation meetings and our individual sessions. If the parent is not present during our orientation meetings, the forms are mailed home. To ensure that all Parent Survey and Program Selection Forms are returned, our school has different steps in place. The ESL staff reaches out to the students to remind their parents to return the signed forms in. If parents do not send them by the second reminder, a duplicate of the form is sent home along with a phone call. The ESL staff or the Parent Coordinator, Debra Sloan, place phone calls to the parents who have not returned these forms to invite them to schedule an appointment at a convenient time for them. In cases where parents cannot be reach, a letter is sent to notify them about dates and time of new meetings.
9. Describe how your school ensures that placement parent notification letters are distributed. Our school distributes placement letters to the parents as soon as they complete and returned the parent survey and the program selection forms. If the process is done through and individual session or a parent orientation meeting, then the parents are given the placement letter on the spot. On the other hand, if the parent returns the survey and parent selection form with his or her child, then the placement letter is sent home with the students.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). Copies of all ELL documentation correspondence is kept on file in the ESL/Bilingual office. Our school keep copies of all letters sent home. Also copies of parent ELL notifications and letters are kept in students'cumulatives folders. In addition, copies of agendas, sign-in sheets, parent surveys and program selection forms are kept on file in the ESL/bilingual coordinator's office. Also a formal record of the program selection form along with the Home Language Identification Survey are placed in the student's permanent record and accessible for State and City audits and reviews.
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. Every spring all ELLs take the NYSESLAT (New York State English as a Second Language Achievement Test) to determine the level of English achievement for that school year. To ensure that all ELLs are administered the exam, the ESL/bilingual coordinator and the ESL teachers run the RLER report from ATS to review the students that are eligible to take the NYSESLAT. The ESL team works with the testing co-coordinator, Miriam Katz, to ensure the security of the test, to uphold appropriate testing procedures and to work out a testing schedule. The ESL Coordinator/Testing coordinator sends the entire staff an email informing teachers of NYSESLAT testing. This email includes lists of students who will be tested along with testing rooms, dates, and times. The ESL and Testing Coordinator work with a team of certified teachers to administer all sections of the NYSESLAT during the annual testing window. Certified pedagogues individually test students for the Speaking Section. Students are individually escorted to the library to complete the Speaking section and then escorted back to their classes once they have completed the Speaking section. The Testing Coordinator keeps a list of student who have completed each section and coordinates with ESL and Bilingual teachers to administer sections to students who were absent during the annual make up window. When the results become available in late July, administrators use this information to determine continued entitlement and class placement. At the beginning of the school year, teachers use this information to identify the level of English proficiency to facilitate group instruction.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

All continued entitlement letters and transitional support parent notification letters are sent home as soon as the NYSESLAT scores are available. These letters are sent home by mail and copies are also sent with the students. In addition, copies of these letters are available during our annual and individual meetings that are held to discuss the student's progress in addition to already existing meetings.

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).

According to the Parent Survey and the Parent Selection forms for newly admitted students for the past three years, more parents have chose the English as a New Language Program as their first choice. During registration last year(2014-2015), 65 % of the parents chose a bilingual program typically if their child had recently immigrated to the US within the last year for grades 3-5 and the other 35% choose an ENL/ ESL program in grades k-2. Only two parents in the lower grades did not get their choice because there were not sufficient parent requests for a Transitional Bilingual Program in those grades. All French speaking parents selected an ENL/ ESL program for their children due to the fact our school does not have enough students to create a French Transitional Program. As in grades 1 to 5, in kindergarten, most of the parents chose an ENL/ESL program. In grades 4-5, were placed in a bilingual program based on parent choice. This was a new trend. Over the past three years, approximately half of parents choose an ESL program for their kindergartener and the other half choose a bilingual program. For Spanish-speaking new arrivals in the upper grades in our school, parents choose a Transitional Bilingual Program 100% of the time.

For students that score in the intermediate or advanced levels on the NYSESLAT, 4 parents selected English as a New Language or Free Standing ESL Program. One parent requested Dual Language Program (1%). The program models we offer are aligned to parent requests and program offerings as per Aspira Consent Decree.

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.
Our ELL population is provided with the mandated services as per CR Part 154. 2. mostly through heterogeneous grouping. In all ENL/ESL classes students are provided integrated and standalone ENL mandated services according to their English proficiency level. Through the Stanlone instruction students receive support to develop English language skills so they can succeed in core content courses. In addition, Integrated instruction is provided to build English language skills through the content area instruction. As for the ESL pull-out and push-in programs, the grouping is mainly based on the students' English proficiency levels and grades. Every effort is made to group students according to their language needs.
 - TBE program. *If applicable.*
Instruction for ELLs in the Bilingual Transitional Program is delivered according the mandates as per CR Part 154.2 Our program consist of three parts: ENL/ESL, Home language arts (NLA) and at least two subjects in the native language for students at the beginning levels which depend on the bilingual model and level of student proficiency. In our TBE program math and social studies are taught in the Home Language; Spanish.
 - DL program. *If applicable.*
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
- How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
In order to ensure that all students receive the mandated instructional minutes from Part 154, our school makes sure that we meet the staffing requirements to provide these services. All students receive ENL services regarless of Ell program. All bilingual programs incorporate ENL/ESL, ELA, and HLA into their daily instructional day. ENL/ESL, ELA and HLA instructional minutes are integrated throughout the content area instruction over the course of the day. Students are the beginner, Entering, Low Intermediate and Emergent receive 360 minutes of ENL per week and 90 minutes of ENL/ELA per day. The intermediate, transitioning, Advanced and Expanding

receive 180 minutes of ENL and at least 180 minutes of ENL/ELA. Proficient and Commanding ELLs receive 90 minutes of ENL/ELA or other content area. Also in the bilingual transitional program students who are entering, emerging, transitioning, and expanding receive one Home Language Arts class and at least two subjects in the native language at the beginning levels.

Our Freestanding ESL program is a majority push-in model with co-teaching. Nearly all students in the ESL program are grouped into one heterogeneous class on the grade and the ESL teachers work with the classroom teacher to adapt and enrich instruction, creating comprehensible input. The minutes of mandated services provided to students depend on their English proficiency levels. All students receive a specified amount of standalone and integrated ESL.

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. A variety of methods such as sheltered English, SIOP Model and CALLA are used to make content comprehensible to all our English Language Learners. In both our TBE and ENL Program, mathematics, science, and social studies are taught according to the workshop model, which is a familiar means of presentation for students. Language and content are naturally scaffolded when presented within this clear structure. Student work time includes small groups and partnerships to foster conversation among peers. Contents in these subjects are presented visually on charts, and SMART Boards. Individual student copies of textbooks and workbooks are also provided (class sets). The Envision Math Program curriculum has a 'spiraling' structure that revisits concepts. This supports ELLS-SWDs who may not grasp material as readily as their classmates. Partnership work is also an integral component to the program. In the TBE program math and social studies are taught in home language. Science and social studies lessons focus attention on content-area vocabulary through integration of literacy skills and content. Material is often presented through a shared reading format. Additional staff has been assigned to teach both science and mathematics, increasing instructional time in both areas. Hands-on science lessons are designed for exploratory work in small-groups and partnerships. Mathematics lessons contain visual, auditory, and kinesthetic components. All lessons have the goal of creating a risk-free environment to foster student learning.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

A variety of assessment tools are in place to evaluate our ELLs in their native language, Spanish. All new entrants whose HLIS responses indicate a home language of Spanish and who are newly identified as ELLs based on NYSITELL results the Spanish LAB is administered at the time of initial enrollment. This test is used to support in instructional planning in providing bilingual and English as a new language services to the students.

In Kindergarten, first and second grade, the Estrellita Program is used to assess the basic literacy skills such as letter recognition, sound correspondence, sight words and so on. Kindergarten students are also assessed using EDL and EDL2, the Spanish version of DRA and DRA2. In all the other grades all ELLs in the bilingual classes are evaluated at three different benchmarks throughout the year (beginning, middle, end) in Spanish through the DRA assessment. These evaluations consist of running records with reading comprehension passages. Third, fourth and fifth grade classes in the bilingual classes also take ELE in the spring of each school year. In addition, they take modified assessments in Spanish, particularly in Mathematics: quizzes, end-of-unit assessments (Invision Math Program) and state exams such as math and science.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

To ensure ELL students are appropriately evaluated across all four modalities of English acquisition throughout the year, all teachers, ESL and Bilingual included, follow our school's Language Arts and Math curricula completed under the guidance of our consultant from Learner-Centered Initiatives (LCI) and aligned to the Common Core Learning Standards (CCLS). Each unit contains embedded CCLS performance tasks, as well as a summative task. These allow us to continually assess progress and adjust our teaching to meet the needs of our students. To support ELLs in having access to these performance and summative tasks, teachers regularly collaborate during Teacher Team meetings to design lessons where students meaningfully interact with each other and texts to make meaning. Students regularly work in pairs and groups to discuss complex texts, to find and analyze text-based evidence, to create shared writings, and to analyze their own and peers' writing. Structured opportunities for student collaboration ensure our ELLs are actively using all four modalities to develop English proficiency and engage in the tasks embedded in our common units of study. Teachers implement listening strategies during pair and group activities as a formative assessment strategy to evaluate students' progress in all four modalities.
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

To differentiate instruction for the various subgroups, ESL and classroom teachers use a variety of methods. It is important to note that effective differentiation always begins with assessment and is content area specific. For example, it is possible to have a newcomer who has instructional needs similar to an ELL who has been here for 4-6 years. However, as a whole the various ELL subgroups do tend to have similar needs as they move along in their years of service. Scaffolding is done throughout all subgroups. The ESL teacher aids the classroom teacher in making these lesson adaptations. All ESL lessons

include a language and content objective. ESL and bilingual classroom teachers work together to develop language objectives that fit into the overarching objective of the lesson. Bilingual teachers develop these objectives on their own. An effective language objective may include vocabulary instruction, grammar structures, or language forms. Continuous and ongoing explicit vocabulary instruction is essential when working with ELLs. Successful vocabulary instruction includes five essential components: intentional word instruction, direct instruction in word meaning, modeling strategies or processes for learning new words, multiple exposure to the new words and a system to track new vocabulary. Following these five components ensure a systematic approach to vocabulary instruction. In addition, teachers constantly link new learning to background knowledge. Activating prior knowledge is essential to link new learning to prior learning. Current brain research supports this fact showing “that learning is increased when the students can directly relate new concepts and skills to something they already know or have had some experience with. (Welch, 2009)” Teachers not only use shared classroom experiences to link new learning to prior knowledge, but they also tap into students’ personal backgrounds and experiences.

A. The general needs of the newcomer ELLs focus more on oral language development. First and foremost, teacher attitude is essential when working with newcomer ELLs. Teachers must work to lower the affective filter and to create a risk free environment where the students feel comfortable and will be more willing to participate. Teachers achieve this by showing a genuine interest in their students, their language and culture. Teachers plan for plenty of structured group work where the newcomer students will have a chance to work with English proficient students or ELL students who have been in the country for more than four years. By pairing students in this manner, newcomers have an opportunity to improve the basic interpersonal communication skills, as well as develop oral academic language. In the structured group work, teachers provide students with sentence frames to lower anxiety around speaking, to give students grammatically correct language, and to encourage academic conversations. If need be, students are allowed to verbalize in their native language first and then work with in their partnership to translate their responses. Also, if the teacher speaks the child’s native language, they can accept the verbalization in the native language. Grammatical and pronunciation errors are not over-corrected, allowing students to feel more confident in their productive skills. To correct spoken or written errors, teachers model appropriate language usage at all times. Students can use gestures, pantomime or drawings to respond to questions. Teachers work with the class to encourage an atmosphere of acceptance, where students feel comfortable sharing their cultures and backgrounds.

For ELLs in the Developing level, instruction is differentiated in various ways. Nearly all of the ELLs who fall into this category are in an ESL program and are at an intermediate or advanced level, with a transitioning or advanced level in listening and speaking. Students receive extensive preparation for the NYSESLAT exam during the school day through ENL, ELA and HLA through our core curriculum. In addition, like the newcomer group, students are provided with extensive opportunities for structured group interactions.

Overall, ELL students with four to six years of service or long-term ELLS need extensive support in developing reading and writing skills. To support students in reading, teachers do guided reading during the literacy block. Guided reading provides time during the school day for direct reading instruction, focusing on reading strategies. During the guided reading period, students develop as individual readers as they are given the opportunity to develop and use reading strategies. They have a chance to experience success in reading for meaning and learn how to problem solve with the new text independently. Teachers also benefit from the guided reading time as they are able to observe individual students as they problem solve new texts and have a chance to assess individual students using running records.

In addition to guided writing, teachers use various reading strategies to attack tricky texts. Teachers follow the before reading, during reading and after reading model. Proficient readers use this model every time they interact with a text. Interacting with the text before reading allows readers to evoke relevant thoughts, memories, and associations which will help them to comprehend the text. Before reading activities may include activating prior knowledge through a question about a personal experience, making a brainstorming web based on a story’s title, or a preview and predict strategy. An adept reader is constantly interacting with a text during reading, creating an ongoing dialog with the author to mentally paraphrase what the author is saying. They check and monitor understanding through imagining, inferring, predicting, and confirming. Finally, new information learned is linked with prior knowledge, which leads to real learning. During reading, students can use the GIST summarizing strategy, make connections, use visualization, or practice self-monitoring strategies. After reading, strategic readers summarize and reflect on what they have read. They also apply new ideas from the text to broader world perspectives. After reading activities include reflections and responses. Children can respond to a text by rewriting the ending, designing a new cover, or writing a letter to the author.

To support students with the productive skill of writing, teachers use process writing in a variety of genres. Using genres is essential when teaching writing to ELLs because each genre has its own characteristics: a specific purpose, an overall structure, and specific linguistic features. These characteristics of each genre are shared and understood by the members of the culture (Gibbons 2002). When the students are immersed in the specific genres, their understanding of the writing is enhanced, as

specific writing skills are all taught within an explicit context. The writing process is used because “it puts the learner at the center of the learning process (Gibbons 2002).” The context of the writing is further embedded in the students’ minds, increasing comprehension around the genre in which the students are writing.

To scaffold genre process writing successfully, teachers of ELLs use modeled, shared and guided writing practices. In these approaches the teacher and children work together to compose the specific writing piece. Children provide the ideas and the teacher supports the process as a scribe, typically writing about a shared class experience whenever possible. The teacher provides full support, modeling and demonstrating the process of putting children’s ideas into written language. In this way the text becomes richer, as the entire class is working on the piece together. Then, students used the skills learned in a particular lesson to apply them to their own writing pieces.

All of our SIFEs students are in the bilingual program. Differentiation for the SIFEs is handled at the classroom level, by the bilingual teacher. Much like the classroom adaptations for the newcomers, teachers lower the affective filter, creating a risk free environment. Teachers also help students to adjust to school life through creating regular classroom routines. . In addition to the small-group instruction during the school day to address their social and academic needs, these students will also receive extended instructional time. The extended instructional time can be offered through after-school classes or tutoring, Saturday programs, and/or summer programs. In all these programs, scaffolding strategies such as contextualization and schema building will be used for significant ESL and academic development. Former ELLs after two years of exiting the ELL status, are place in regular monolingual or ESI classes where they receive 90 minutes a week of integrated ESL for two years after testing out.

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.

Our school ensures that the student's academic progress does not get affected by the re-identification process by consulting a qualified staff member in the school. The principal consults with a qualified staff member in the school, the parent or guardian and the student to discuss the academic progress of any student facing this process. If the principal, based on the recommendation of qualified personnel and consultation with the parent/ believes that the student may have been affected by the determination, then our school provides additional support services to the student as mandated in CR Part 154.2-3and may reverse the determination within this same 6-to-12 month period.

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

ESL services for our ELLs in the special education program are adapted based on the students’ needs as per their IEPs. They are provided English language services through an ESL push-in/pull-out program. Differentiated instruction includes development of listening, speaking, reading and writing skills in English through guided reading and writing groups, heterogeneous group work, and scaffolding the academically rigorous curriculum. In addition, students use the AWARD reading program. It is a comprehensive program for teaching and assessing literacy, with a strong technology component. The AWARD Reading program successfully provides individualized instruction using technology to improve the literacy of the digital native. With more than 10 years of research showing its effectiveness with students in a special education program, it is producing quantifiable gains with our population. It is an all-encompassing program that features assistive technology, differentiated instruction, and educational materials that engage students at all levels. ESL services for our ELLs in the special education program are adapted based on the students’ needs as per their IEPs. They are provided English language services through an ESL push-in/pull-out program. Differentiated instruction includes development of listening, speaking, reading and writing skills in English through guided reading and writing groups, heterogeneous group work, and scaffolding the academically rigorous curriculum. In addition, students use the AWARD reading program. It is a comprehensive program for teaching and assessing literacy, with a strong technology component. The AWARD Reading program successfully provides individualized instruction using technology to improve the literacy of the digital native. With more than 10 years of research showing its effectiveness with students in a special education program, it is producing quantifiable gains with our population. It is an all-encompassing program that features assistive technology, differentiated instruction, and educational materials that engage students at all levels. Our Special Education students have Individualized Education Plans (IEPs) and receive services through the school’s Special Education program, which provides students with the least restrictive environment consistent with their individual needs. A full-time IEP teacher, Ms. Spence monitors the implementation of each student’s plan. ICT, mainstreaming, and Special Education Teacher Support Services (SETSS) are instrumental in achieving our goals. The ICT program places Special Education students in General Education classes full time, while maintaining a student-teacher ratio of 12:1 (two teachers are assigned to each ICT classes). Students are placed in the ICT program through IEPs, teacher input, and review by Special Education Coordinator. This program allows special education students to receive departmental instruction from licensed specialists in each subject, and also to interact fully with their peers.

Chart 5.1

In working with our Special Needs ELLs, the instruction is prescribed in a manner that accommodates the student’s exceptionality. Instruction is provided within a relevant cultural context so that the students can understand expectations. Our Special Education teachers work together to develop lessons and materials appropriate to student needs, modify unit lessons and materials, evaluate the student progress, and develop individual plans and materials as needed.

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

As per our ELL-SWDs students' needs and IEP recommendations, we offer one ICT (Integrated Co- Teaching) classes in each grade, and three self-contained classes, mixed grades. In ICT classes, Special Educators are paired with content teachers to provide support as mandated by students' IEPs, and two ESL teachers provide pull-out services to self-contained ELL-SWDs. By providing students with the instructional program recommended within their IEPs, students are ensured instruction in the least restrictive environment that also supports their English language development. ICT classes follow the same common core units as all general education, ESL and Bilingual classes. Self-contained classes, whenever appropriate, use common units as well, supplemented with texts and materials that meet ELL-SWD needs.

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

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



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

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.

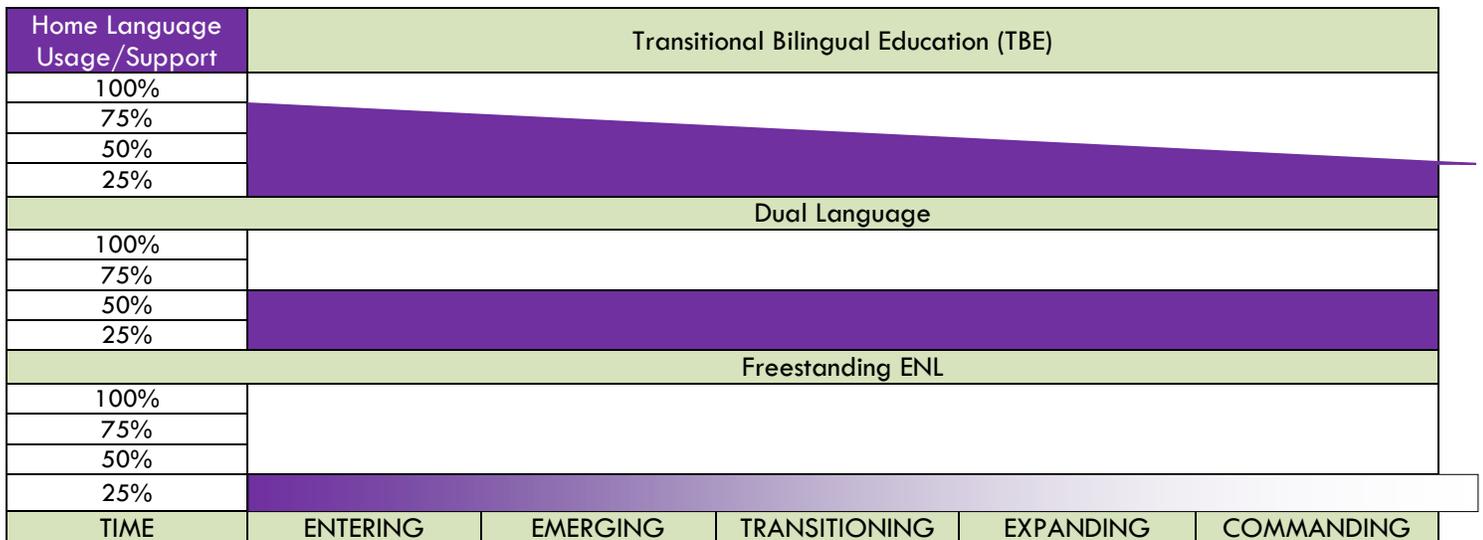


*Note: “other approved services” does not apply to New York City at this time.

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.
- We have many subgroups of ELLs within our school. So, in order to increase the percentage of students meeting promotional standards, all ELLs that have taken the NYS exams are targeted for Academic Intervention Services (AIS), after-school and enrichment programs. Our main intervention program for our ELLs in our Title III program. We are offering four different extended day classes to meet the diverse needs of our ELL population. The students in the first and second grade ESL classes will form one group and the students in the fourth and fifth grade bilingual bridge class will form another group. Another extended day group will be comprised of newcomer students in grades 3 through 5. The last two groups will be made up of third and fourth grade students in the ESL program. They will be grouped by NYSESLAT level, one group of intermediate students and the other group of advanced students.

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

In our school, we are currently using various, enrichment curricula and instructional materials. Our ELLs follow the same curricula as the English proficient students. In math, we currently use Envision Math Common Core program, available in English and Spanish. This is a fully research-based program, designed and compiled by an experienced authorship team and is completely aligned with the New York Core Curriculum Standards. The proven effectiveness of Scott Foresman's previous math programs provided a longitudinal research base that spans more than 100 years. Longitudinal classroom studies further validated the efficacy of the program. Starting in kindergarten, the program develops and extends mathematical thinking through stories, games, and center activities. Students grow to understand the concept of numbers, numeracy, and equality. The program includes daily assessment, differentiation for all learners, extensive problem solving, customized intervention and interactive activities.

For the past two years, our reading and writing workshop was taught through the use of the research-based developmental literacy program Storytown and Villa Cuentos. Now we are following ReadyGen. The Storytown and Villa Cuento programs reflect current, confirmed research by prioritizing and sequencing essential skills and strategies into an organized model for instruction. Lessons include explicit, systematic instruction in the areas of phonemic awareness, phonics, vocabulary, fluency, comprehension and writing. The foundation of the program is its high-quality children's literature and informational texts. Students are regularly exposed to a variety of genres, allowed for ample practice and application of skills, using a variety of meaningful tools and activities. All instruction and activities are adaptable to accommodate all types for learners. All materials are available in both English and Spanish. There are extensive components for intervention, differentiation and reteaching. Through the use of these elements, ESL and classroom teachers are able to reach all learners.

Our content areas are delivered using the core curriculum materials from the Department of Education. For science, we currently use the Delta FOSS kits and science modules and Harcourt Science text books in fourth and fifth grade. FOSS engages students in the inquiry process allowing students construct an understanding of scientific concepts through their own investigations and analyses. Students use laboratory equipment, readings, and interactive technology to exercise logical thinking and decision-making skills appropriate to their age level. The FOSS kits are available in both English and Spanish. Bilingual classes are doing science instruction in English, adapting the lessons to make them as hands-on as possible. In four through fifth grade, instruction in science is delivered both in English and in Spanish. The English lessons are taught using ESL methodologies.

In social studies, we follow the scope and sequence guidelines from New York City. In kindergarten through second grade, students begin to develop awareness about self, family, neighborhoods, and communities large and small. In third through fifth grade, they are introduced to the diversity of world communities, the historic development of New York State, and the similarities and differences among the nations that make up the Western hemisphere. The early grade teachers use authentic literature, songs and chants, shared experiences and hands-on activities to engage students in higher order thinking about important social studies concepts. The bilingual teachers deliver ESL through social studies. Paste response to question here:

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

Our school Instructional team and the SLT team will carefully analyze our school data to see what changes need to be made.

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

None. Our school will continue to provide programs and services as per ELL population, parent choice, and students English proficiency levels.

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

We have many subgroups of ELLs within our school. So, in order to increase the percentage of students meeting promotional standards, all ELLs that have taken the NYS exams are targeted for Academic Intervention Services (AIS), after-school and enrichment programs. Our AIS program is designed for students who are at risk of academic failure, as well as SIFE students or those students performing at Levels 1 and 2 on English or mathematics state standardized exams. Teachers identify and provide individualized instruction to the targeted population. AIS services are also offered to ELLs, where an ESL teacher works with students

approximately one period per week in either a push-in or pull-out model. Our after-school program is offered through an extended school-day program designed for all ELLs and Special Needs students. The program provides extra support to our students in the areas of reading comprehension, vocabulary and word analysis. It also provides our students with test sophistication skills.

In addition to AIS intervention and push-in and pull-out support, all ELLs are invited to attend the Title III Saturday program. This program is held for 15 Saturdays in late fall, winter and spring for 4.5 hours each Saturday to engage students in intensive literacy and math instruction to supplement their regular school day academic program. Students use supplemental materials ordered with Title III funds to practice literacy and math skills needed to succeed on NYS ELA and Math exams, as well as the NYSESLAT. All programs are provided in English, with the exception of AIS and pull-out, which may to some degree require the use of Spanish as per ELL needs and proficiency levels.

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.

Instruction in all these curricula is enhanced through the use of technology. ELLs have access to the same technology as the rest of the school population. Collaboration and interactivity with digital technology help improve student learning outcomes. Currently, all classes with ELLs have an interactive whiteboard in their classroom. The use of SMART boards with ELLs enhances instruction, making it more interactive and engaging. Our Invision Math Program, Storytown, and Villa Cuentos all contain an interactive whiteboard component in their programs. In addition, students in second through fifth grade have access to notebook computers. The technology specialist, also has many other technological enhancements available to teachers of ELLs in the school's technology lab. Teachers can use ELMO projectors, Flip cameras, digital cameras, camcorders and iPods to add technology into lessons and student projects. Also we were able to add 20 ipads in our bilingual classrooms through the CUNY-New York State Initiative Bilingual Grant. In addition, our school has purchased a Rosetta Stone language program that allows students to use technology and work independently on building vocabulary and basic sentence structures in English.

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

In our school, Native language support, which reinforces the development of oral and written fluency, content knowledge, and the ability to communicate, is delivered in each program model. First, standards-based literacy instruction is provided in the native language and in English for the duration of our students' education in the TBE program. The native language and English are also used consistently to teach core academic content areas for the duration of our students' in the TBE program. Further, since ongoing assessments of students in academic content areas, as well as language development, inform teaching and learning, we assess content-area learning and language development in the language of instruction and analyze this data to set goals and identify areas for improvement. Materials used include textbooks in the native language and technology enrichments in the native language.

In freestanding ESL, language development and content instruction are supported in the native language in order to enrich comprehension. This type of support includes bilingual dictionaries, glossaries, native language classroom libraries, and technology enrichments. ESL teachers provide students with regular access to dictionaries and Spanish-English dictionaries, and students are paired and grouped strategically to meet students' needs. In addition, teachers with Spanish proficiency help ELLs develop bilingual glossaries, and ESL teachers seek support from Spanish-literate colleagues to develop bilingual instructional materials, especially bilingual glossaries and picture glossaries, to support the needs of beginner ELLs. These classrooms are provided with libraries that contain books in Spanish, French, and Arabic.

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

All materials ordered are age appropriate and meet the identified needs of our ELLs. Materials are geared to address the needs of our students based on age, English language Proficiency and grade level. For example, high interest, low level texts, and books with picture support are ordered as needed.

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).

When the ELL students arrives at our school, the ESL staff and the Parent Coordinator, Ms Sloan, and the school staff welcome the students and their families to our school. The students and parents are given a brief tour of the school and uniforms and school supplies are provided. Also the parents are introduced to the school nurse, who registered them in the clinic. Parents are provided with the Orientation Video and assisted to complete schools forms if necessary. Parents and students usually have the opportunity to meet the Assistant Principals of the grade. They are also given information about additional programs which are in our school such as AIS, Extended-day program for at risk students, Saturday programs, Title III programs, SES and After-school programs.

19. What language electives are offered to ELLs?

N/A

20. For schools with dual language programs:

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

Paste response to question here:

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

Our professional development program is extensive and ongoing. All teachers of English language learners are included in the professional development opportunities. The team of ELL teachers and administrators meet on a monthly basis for an hour and 45 minutes each time. During school year 2014-2015, we held a total of 20 meetings. The first two meetings focus of adjusting and improving the language allocation policy. The rest of meetings focused on instructional strategies, such as writing, academic vocabulary development, higher-order questioning strategies, effective instruction for ELLs using an RtI approach, developing and expanding oral language to support literacy learning and content knowledge and additional topics as the teachers feel needs arise. Our teachers of ELLs will also participate in various workshops on the New York State Bilingual Common Core Initiative offered through the Office of English Language Learners and the BETAC at our nearby universities, including Fordham University, Hunter College and New York University. Teachers will attend workshops on their own and then turnkey the information with all of the teachers of ELLs.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

In addition, our teachers of ELLs will continue our partnership with CUNY-New York State Initiatives on Emergent Bilinguals, a collaborative project of the Research Institute for the Study of Language in Urban Society and with the collaboration of NYC RBE-RN at Fordham University. Through this projects our teachers of ELLs will receive Professional Development on the topics of translanguaging, curriculum planning with emergent bilinguals, developing student's academic language proficiency, differentiating instruction, and assessment with emergent bilinguals.

Our teachers are trained to meet instructional goals set by our school, the NYC Standards and the NYS Common Core Learning Standards. Our ELLs are challenged to meet the academic demands expected of the other general education students. Their teachers are given full support and training to achieve these goals in literacy, math and the other content areas. There are on-going grade and departmental meetings with our literacy and math coaches and other support staff. Modifications and scaffolds for ELLs are part of the discussions at these grade and departmental meetings. Our scheduled coaching sessions for teachers in the ELL programs (with articulation afterwards) are consistent with the training and/or focus discussed at these meetings. There are also meetings/study group held specifically to support our teachers in the transitional bilingual program. Teachers of ELLs also attend ESL/bilingual workshops offered by the Bilingual Team at our school.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

In order to facilitate the transition of our ELLs from elementary to middle school, articulation is discussed between the guidance and fifth and sixth grade classroom teachers, ESL teacher, and students. In addition, middle school workshops are held for parents in English and Spanish. Data on the exam history (ELA, Math NYSESLAT) are reviewed. It is our goal to help students find the right placement for their middle school studies and ELL services in the middle schools. The needed ELL services at the time of the middle school application are pre-printed on the middle school application. Once choices are listed, matches are made to choices. Every effort is made to inform the parents of our ELLs about the middle school options that are available to their children.
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.

As per CR Part 154, our school provides ELL- specific Professional Development to all teachers. This professional development to all teachers is as follow: 50% of all total PD hours for Bilingual and ENL(ESL) and 15% of total PD hours for all other teachers. In order to facilitate our teachers to prepare to instruct EELs, our PD will focus on the importance of native language instruction, language acquisition of a second language and/or strategies that effectively support the learning of ELLs. Some of the topics that we plan to include in our PD series are: the Bilingual Common Core Progressions, principles of language acquisition, co-teaching strategies, developing language objectives, that support rigorous instruction, academic vocabulary, and content area instruction. The Home Language Arts Progressions will also be part of our PD series. All records such as attendance and agendas of professional development activities are kept in an ELL folder in a central location for ease of review.

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?

During the school year, we provide at least one one individually meeting with parents or guardians of English language learners to inform them and discuss the goals of the program, their child's language development progress, their child's English language proficiency assessment results, and language development needs in all subjects. This meeting is conducted by the ESL/Bilingual school staff including the school parent coordinator and a qualified interpreter or translator is provided in the language the parent or guardian best understands. If is necessary the unit of translation and interpretation is contacted.

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.

Our school kept records of all ELLs correspondence and documents. All individual meeting agendas, sign-in sheets are kept on file in the ESL/bilingual coordinator's office. To invite our ELL parents to be part of our annual individual meetings the ESL/bilingual coordinator, the ESL teacher, family worker, and the parent coordinator, Ms. Sloan, make phone calls to reach out to these families. They ask the parents to come into the school to find out about their children language development. In addition, invitation letters are sent home and a message is place in our school messenger system informing them about these meetings.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parents are members of the PTA and they serve on the School Leadership Team. They participate in school-led workshops, volunteer in classrooms, and assist with school initiatives. Parents including the parents of ELLs are involved in school events/activities. Some of the scheduled parent event activities are as follow; ELL Orientation Workshops, Back to School Night, Dad's Take Your Child To School Day, Student of the Month Ceremonies, Fire Safety For Parents, Wear Pink Day/Free Mammography, Understanding Your Child Report Card, Bully Proof Your Child, Thanksgiving Feast Day, Parent and Child Fun with Music, Healthy Cooking Workshops, CPR Classes for Parents, Exercise and Fitness Classes For Parents. The majority of the workshops/orientations are bilingual (Spanish/English). In the instances when a workshop may only be presented in one language, it is shortly after offered in the other dominant school language. For parents that speak limited English and their second language is not Spanish, if there is not an individual in the building that speaks their language, the Parent Coordinator sits with them one-on-one and contacts the Language Interpretation Unit for over-the-phone translation. School funds will be also use to hire on-site interpreters for these events if necessary.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
The school does partner with other agencies or Community Based Organizations to provide bilingual workshops or services to ELL parents. The Community Morris Height Health Center comes to the school to conduct workshops on asthma, healthy homes and financial planning. Parents of Pre-K students participate bilingual Jump Start activity affiliated with the Davidson Community Center. The CPR classes for parents are offered in Spanish and are presented by the Fire Department. Cornell University is also scheduled to present a series of Nutrition Workshops presented in a bilingual setting (Spanish/English). ELL Orientations are offered in a bilingual setting (Spanish/English) and when there is a parent whose primary language is not English or Spanish, the appropriate presentation is shown to them and the handouts are given to them in their native language. Also, if needed the Language Interpretation Unit is contacted for over the phone translation. Parents are also referred to Office of Adult Education for free ESL classes as well as the Fordham University workshops for ESL and computer classes. There are ARIS Link workshops and Curriculum workshops with pointers on how to work with students at home to help ELLs meet the Common Core Standards. Various bilingual workshops are offered to parents based on their needs.

5. How do you evaluate the needs of the parents?
Parents participate in the citywide parent survey and complete surveys send by our Parent Coordinator. They submit their concerns and ideas to the Leadership Team. The needs of the parents are evaluated through surveys and one-on-one conversations between parents and the Parent Coordinator. The Parent Coordinator also takes into consideration the needs of the students to present workshops to the parents offering techniques on how to better assist their children with their schoolwork at home.

6. How do your parental involvement activities address the needs of the parents?
Parent survey results are used to determine workshop topics. The activities parents are offered are activities they can use with their families at home. For example, parents are always asking for ways they can assist their children with math or reading for the State Exams. As a result a series of workshops is scheduled for the parents to teach them games and strategies they can play and practice at home with their children so that they may reinforce the skills the children have learned at school. Another example is the nutrition workshop, CookShop, which teaches parents and students to cook healthier meals. As part of our work with the CUNY- New York State Initiative on Emergent Bilinguals, and our Fordham University biligual Consultant the teachers will be holding a

series of workshops for parents regarding parents rights and responsibilities. The topics will include helping with homework, state testing, school volunteerism, using ARIS and Common Core Standards.

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:

Part VI: LAP Assurances

School Name: **PS 306**

School DBN: **10X306**

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)
Daryl Harrington	Principal		10/19/15
John Hickman	Assistant Principal		10/19/15
Debra Sloan	Parent Coordinator		10/19/15
Martha Canales	ENL/Bilingual Teacher		10/19/15
Margaret Johnson	Parent		10/19/15
Brenda Diaz	Teacher/Subject Area		10/19/15
Yvelisse Perez	Teacher/Subject Area		10/10/15
Miriam Katz	Coach		10/19/15
Rose Pacifico	Coach		10/19/15
Bethsaida Bonano	School Counselor		10/19/15
	Superintendent		
	Borough Field Support Center Staff Member _____		1/1/01
Stephanie Torres	Other <u>ENL Teacher</u>		10/19/15
	Other _____		1/1/01
	Other _____		1/1/01

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

C. School Information

District 10	Borough Bronx	School Number 306
School Name PS 306		

D. 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 Daryl Harrington	Assistant Principal John Hickman
Coach Miriam Katz	Coach Rose Pacifico
ENL (English as a New Language)/Bilingual Teacher Martha Canales	School Counselor Betsaida Bonano
Teacher/Subject Area Yvelisse Perez, 4th/ 5th	Parent Margaret Johnson
Teacher/Subject Area Brenda Diaz, 1st Grade	Parent Coordinator Debra Sloan
Related-Service Provider Altagracia Jorge, Speech	Borough Field Support Center Staff Member type here
Superintendent	Other (Name and Title) Stephanie Torres, ENL Teacher

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	5	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	1	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	4
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	1	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	768	Total number of ELLs	130	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	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
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This school offers (check all that apply):

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

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

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

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

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

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs*) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
TOTAL	0	0	0	0	0	0	0	0	0	0	

This Section is for Dual Language Programs Only	
Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____

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														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														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)														0
Emerging (Low Intermediate)														0
Transitioning (High Intermediate)														0
Expanding (Advanced)														0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
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:

9. 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.

Several assessment tools are used to assess the early literacy skills of our ELLs. We use baselines and endlines for reading, writing and math based on our reading program-Ready Gen and our math program-Envision. We also use DRA in English, and EDL in Spanish to gather data to drive our instruction. In addition, teachers' observations gathered from small group instruction, guided reading, and individual conferences also inform our instructional decisions.

Our school uses EDL (Evaluacion del desarrollo de la lectura) and Foundations Phonics Program to assess the ELLs' literacy development in English and Spanish. We use the DRA Reading Analysis to measure the ELLs' letter identification, phonemic awareness and word recognition. The DRA and EDL are used to assess the ELLs' reading behaviors in English and Spanish.

All ELLs are assessed mid-year using the DRA to determine whether or not they are meeting the reading benchmarks. Towards the end of the school year, they are again assessed using the school-made baselines, DRA, and EDL. The ELLs in first grade are assessed using the DRA and EDL two times a year. Some of them might be assessed more often if they are struggling with learning to read.

The Estrellita program, a Spanish Accelerated Reading Program is used in the bilingual program as an assessment tool, especially to assess and support our safe students. All the other ELLs entering our school are assessed using the DRA and/or EDL to determine their reading abilities to establish a baseline reading level at the beginning of the year. The goal is to determine whether or not the ELL is on grade level in English and/or Spanish reading so that appropriate instruction can be provided. At the end of the school year, all the ELLs are assessed using the DRA and EDL. The majority of the ELLs in the transitional bilingual program are at or above grade level in reading in Spanish. In English, their reading levels will vary depending on their time of entering into the TBE or ESL program.

Overall, the ELLs are at the beginning literacy level when they first enter the school in kindergarten and first grade. As they progress to the second and third grade, they start developing stronger reading skills. The ELLs in the TBE program progress faster in their native language than in English, which is their second language. Based on the early literacy assessment data, 60-75% of entering ELLs in kindergarten and 65% of the entering ELLs in first grade are at the beginning literacy level. About 50% of all ELLs enter first grade with complete letter recognition and phonemic awareness in their native language. With the English reading levels gathered for the ELLs in the third grade TBE and ESL programs, the data show that their English reading levels are about the same:

60-75% of ELLs in the bilingual program are at the beginning and intermediate levels and 100% of ELLs in the ESL program are at the beginning and intermediate levels. It seems that in this grade the ELLs in the ESL program read at a little higher level than those in the bilingual program.

The data seem to confirm the current research that a solid L1 leads to a stronger L2 and that reading skills can be transferred from the first language to the second language. Our school builds our ELLs' native language proficiency as much as we can so that the acquired literacy skills of the native language can be transferred to the acquisition of the second language, i.e., English.

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

As of now the information on the NYSITELL and NYSESLAT grades are not available to address this question.

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

The information we obtained from the AMAO tool is used to create, and guide our Response to Intervention Programs such as AIS, After-school Programs, and Saturday Academies. In addition, this information is also used to determine which Bilingual Programs and models need to be in place to provide services to our students to acquire the English language needed for success in all areas. Also, this data is used by the teachers to differentiate intervention strategies when forming groups or classes. The data revealed in the 2013-2014 AMAO, shows that our ELLs are achieving proficiency on the NYSESLAT but only 66% of all our ELLs made progress in English Language Acquisition. At this time no data is available for the 2014-2015 school year.

12. For each program, answer the following:

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

Transitional Bilingual Education (TBE) Program

Overall, the ELLs' English proficiency levels seem to have to do with the extent of exposure to the English language when the students first enrolled in our school. If the language spoken at home is exclusively one other than English, the student tends to be at the beginning level of English proficiency. In other cases, there are varying proficient levels of English due to the prior language environments.

Based on the Spring 2014 NYSESLAT data, the ELLs in K and Grade 1 cluster around the beginning and intermediate level: 99% in K and 90% in Grade 1.

Data for the comparison between English LABR and Spanish LAB assessments are available for newly enrolled students. For the newcomer ELLs, the comparison between Spanish LAB and English LABR scores shows that most ELLs are at the beginning level in English. In their native language, Spanish, 85% of ELLs in kindergarten are at the beginning level, 12% are at the intermediate level, and 3% at the advanced or proficient level. The data in test taking among the ELLs in English as compared to the home language can not be analyzed yet since we only received the preliminary scores. The periodic assessments were not given to our ELLs for the 2014-2015 school year. In prior years this assessment has been used to inform teachers with detailed information about their student's strengths and needs in English language development which they used as a resource to help plan individual and group instruction.

As for the role of the home language, there are variations in the TBE and ENL programs. In a TBE program, the native language is an integral part of Common Core instruction. In this program the students develop conceptual skills in their home language as they learn English. Students are instructed with various levels of content mastery and literacy development in both languages. Considering second language acquisition research and our ELL population, we have put into practice the theory that strong L1 will facilitate the acquisition of L2. As ELLs' proficiency levels in English progress a higher percentage of English use is applied in instruction. For example, the beginning ELLs are instructed in their home language for 75% of the day, the intermediate ELLs, 50%, and advanced ELLs, 25%. In other words, the beginning ELLs receive 25% of instruction in English per day, the intermediate ELLs, 50%, and the advanced ELLs, 75%.

In the ENL program, the home language is more of a support role. Whenever there is an opportunity, the home language is used as a resource for teaching and learning. Students are provided with literacy and content related materials in their home language when necessary to facilitate learning. Language tools such as dictionaries and thesaurus are also provided in different languages. This question was answered based on 2013-2014.

13. 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](#).]

We use data to guide and improve the quality of our core instruction and to make sure that our students have quality opportunities to receive targeted instruction that matches their needs. If students are having difficulty, we either provide additional support for the teacher Core Instruction with new research-based practices to improve the delivery of effective instruction or we provide Tier 2 or Tier 3 intervention depending on the number of students showing difficulty. We also look at other factors to be addressed like family dynamics, motivation, or health issues to provide appropriate support. Our school uses data to guide instruction for ELLs in many ways. First, teachers analyze the data to identify struggling students in their classes, if the majority of them are showing little progress then teachers focus on improving core instruction. After, we examined achievement at the classroom level, the next step is to gather specific information about the students' classroom experiences, and their home and community context in order to support their needs. We analyze data through a language acquisition lens to make sure the students' needs are not confused with a learning

disability. Then, we design and implement targeted supplemental support and we use assessments to monitor the effectiveness of the supports. Our AIS program targets ELLs students in the bottom 1/3 of the school population in grades 3-5. Students who scored level 2 or below on the ELA and Math State Exam are identified and placed in the AIS program. This program uses the Intervention by Design Data Management Program to assess and drive instruction. This program provides the students with support in the development of phonemics awareness, phonics instruction, vocabulary development, reading comprehension and fluency.

14. How do you make sure that a student's new language development is considered in instructional decisions?
Our school analyze informal and formal assessment data in order to determine ELL progress in different content areas as it pertains to English proficiency.
15. For dual language programs, answer the following:
- d. How are the English-proficient students (EPs) assessed in the target language?
 - e. What is the level of language proficiency in the target language for EPs?
 - f. How are EPs performing on State and other assessments?

Paste response to questions here:

16. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
To evaluate the success of our programs for Ells, we make sure we use formal and informal assessments throughout the year to monitor them. At the beginning of the year, we look carefully at result of the NYS performance assessments the ELA, Math, Science and NYSESLAT scores. We use the results to provide teachers and administrators detailed information to plan instruction, staff development, as well as academic intervention instruction and RTI to support our Ells. In addition to NYS and NYC formal assessments, we assess our students regularly using DRA and instructional unit assessments aligned to our common core curriculum in all subject areas.

Part IV: ELL Identification Process

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

14. 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.

1. In order to identify English Language Learners in our school, we follow the following steps. During the months of June through September, the ESL/bilingual coordinator, and a licensed ESL teacher, work with the pupil accounting secretary, Reina Melendez during the registration process to complete the intake of potential English language learners. Both teachers are fully certified by the state of New York as teachers of English to speakers of other languages. In addition, one of the teachers is a certified Spanish teacher and the other one is a certified bilingual teacher. Parents of potential ELLs are welcomed into the school by the ESL/bilingual coordinator, the parent coordinator, Debra Sloan and the ESL teacher. The ESL staff sits with the pupil accounting secretary during registration to ensure that no potential ELL is missed. To identify our ELL population, each family completes a Home Language Identification Survey (HLIS) upon registration. The ESL/bilingual coordinator reads the HLIS to determine a home language other than English. To aid the parents in filling out this form correctly only a trained pedagogue conducts an informal interview with both the parent and student in English and the home language. Normally, the ESL/bilingual coordinator conducts the interview in Spanish if this is the family's native language. When necessary, the ESL/bilingual coordinator uses the translation and interpretation hotline to communicate with the parents. The student is also interviewed in English and in his or her native language (when possible), student's school work and IEP are reviewed (if available and applicable) to determine the student's status as a potential English language learner. Then, if the student's home language is not English the NYSITELL is administered. The tests are hand-scored and the results are kept on file digitally on the ESL/bilingual coordinator's computer and a hard copy is kept on file in the "Services for Pupils with Limited English Proficiency" binder in the ESL/bilingual coordinator's office. The Spanish LAB is administered when a student whose home language is Spanish receive a raw score below the cut score on the NYSITELL. This assessment is used to determine literacy in Spanish. Scores on these assessments reveal at what level the student's language acquisition is and this information is passed on to the teacher. He/She uses this information to differentiate to the specific needs of the learners. In addition, if the student is determined to be an ELL, the information gathered in the HLS and the NYSITELL is used to determine if the student requires further assessments for SIFE status. On the other hand, determination for NYSITELL for students entering the school with IEP's will be based on the decision of the Language Proficiency Team. The NYSITELL and the Spanish Lab are administered and scanned into ATS within 10 days of school enrollment. Parents are informed of the NYSITELL and ELL Status using the NYCDOE standard parent notification letter within 5 school days.

In addition to the ESL/bilingual coordinator, Martha Canales and the ESL teachers, Stephanie Torres and Brenda Diaz, 1st grade bilingual teacher are trained in how to conduct the interviews, how to help parents complete the HLIS, and how to administer the NYSITELL and Spanish LAB. Ms. Diaz is a dually certified teacher, both in ESL and in bilingual education. Also, three additional teachers were trained in the intake and initial testing process, and Yvelisse Perez, 4th and 5th grade bilingual teacher. Perez is dually certified as a teacher of ESL and as a bilingual teacher. Ms. Felio is a certified ESL teacher. In the event that the ESL/bilingual coordinator is not available or not in the school, the intake and testing process can take place without interruption.

At the time of registration, once a child is determined to be an ELL, parents are offered the option of attending one of the two parent orientation sessions, offered within the first five school days of the year or having a individual session and watch the orientation video at the time of registration. The Orientation Video for Parents of English Language Learners is available for viewing on a computer located in the main office. This option will be offered to parents who are unable to attend one of the parent orientations or to those parents who register their children throughout the school year. Parents will sign-in and the ESL/bilingual coordinator will follow the talking points on the agenda. This sign-in sheet is kept on file in the main office. Once the parents watch the video, the ESL/bilingual coordinator explains the research behind the available language acquisition programs. The parents also learn that the language acquisition programs are most effective if they stay in the program until they reach English language proficiency and that a child cannot be changed from one program to another mid-year. All of those changes must be done at the beginning of the school year. Parents then have an opportunity to ask the ESL/bilingual coordinator any questions about the programs available throughout the city. Then, the ESL/Bilingual coordinator works with the parents to make the best program placement for the child. The parent coordinator is present and available to the parents as an advocate. At that time, parents complete the program selection form and the parent survey. If parents are interested in a program that is not available, the ESL/bilingual coordinator will contact the Department of English Language Learners and Student Support which will coordinate the transfer with the Office of Student Enrollment.

For those parents who do not watch the orientation video at the time of registration, an invitation letter is sent home. This letter is translated into Spanish. The parent orientation sessions are held by the ESL staff, Martha Canales, Stephanie Torres and the parent coordinator, Debra Sloan. They are conducted in English and Spanish. For those parents who speak a language other than English or Spanish, the ESL teachers contact the translation and interpretation hotline for an on-the-spot interpretation of the talking points in the meeting. Then, those parents can watch the video in their native language, if it is available. At these meetings, the teachers explain all the programs available to the parents so that they can make an informed decision. Parents watch the program video; the ESL staff explains the research behind the language acquisition programs. They also share the Nysitell test results with the parents and explain what types of English language acquisition programs are available in the city of New York. Although the ESL teachers are available to answer any questions and to offer advice, the parents are the ones who have the final say in their child's placement in an English language acquisition program. Once a decision has been made, parents complete the parent survey and the program selection form. All agendas, sign-in sheets, parent surveys and program selection forms are kept on file in the ESL/bilingual coordinator's office. In addition, a formal record of the program selection form is placed in the student's permanent records and accessible for State and City audits and reviews. This is all done within the first 5 days of student enrollment. Parent orientation meetings are also held throughout the school year. Meetings are held in the mornings and evenings to accommodate working parents.

If parents register new students during the school year after the orientation meetings have been held, the pupil accounting secretary reviews the HLIS and informs the ESL/bilingual coordinator if a language other than English is spoken at home. Then, the coordinator and the parent coordinator come to the main office to welcome the new family to the school. The ESL/bilingual coordinator conducts an informal interview with the parents, reviews the choices on the home language survey. She also interviews the child in English and in their native language (whenever possible). The NYSITELL is administered on the spot to determine if the child is an ELL. If the child receives a score below the cut score, the parents watch the orientation video to learn more about the available programs after the meeting has been held. Then, the ESL/bilingual coordinator has a one-on-one conference with the parents to determine the most effective placement and to complete the necessary paperwork. Parents complete the survey and the program selection form. As always, the parent has the final say in the choice of their child's program. If the ESL/bilingual coordinator is not available or out of the building, one of the other teachers in the school who are licensed and trained in the process is called to guide the parent through the selection of a program for their child.

For those parents who do not attend the parent orientation, the ESL/bilingual coordinator, the ESL teacher, the family worker, and the parent coordinator, Ms. Sloan, make phone calls to reach out to these families. They ask the parents to come into the school to view the video and to discuss the program placement for their child. ((If they are unavailable to attend a one-on-one meeting, the parent survey and program selection form is then mailed home, and must be returned as soon as possible.)) If a form is not returned, the student will be placed in a bilingual program as per CR Part 154.2.

15. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
In order to identify SIFE students, our school follow the ELL Identification Process first to determine ELL status. Then the information obtained, is analyzed to determine if the student requires further assessment for SIFE status. If there are indications that the student had an interruption or inconsistency in their formal schooling the SIFE identification Process is conducted. First, the oral interview is administered. Second, the Literacy Evaluation for Newcomer SIFE (LENS) is administered.
16. 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).
NYSITELL eligibility for students entering school with IEPs is based on the determination of the Language Proficiency Team. This team consist of a school administrator, John Hickman, a certified related provider with a bilingual extension, Altagracia Jorge, speech provider, Martha Canales, teacher of English to speakers of other languages and Ms. Spence, Special Education Coordinator and IEP teacher. The student's parent or guardian must also be part of the team. When necessary, a qualified interpreter or translator is provided. This process begins when a student has an IEP and the Home language is other than English. Then the LPT reviews evidence of the student's English languag development. If the LPT recommends the student to take the NYSITELL, the child is administered the test to determine ELL status. At this point, the ELL Identification Process continues as with all students. On the other hand, if the LPT recommends the student not to take the NYSITELL a different process needs to take place. The LPT's recommendation is sent to the principal for review. Upon review, the principal decides whether or not the child should take the NYSITELL. Then if the principal determines that the student should take it, the ELL Identification Process continues as with ELL students. If the principal determines the student should not take the test, his or her determination is sent to the superintendent for review. Lastly, if the superindendent determines the student should not take the NYSITELL the ELL Identification Process terminates and parents are notified within three days of the decicion in the parent's or guardian's preferred language.
17. 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.
Once, the NYSITELL is scanned and score parents are notified the results of the NYSITELL and ELL status using the NYCDOE standard notification letter. Entitlement letters and non-Entitlement letters are mailed to parents within five days of ELL determination along with the parent invitation for the parent orientation meeting. In addition, hard copies are given to the parents or the students. Continued Entitlement letters are also mailed to the parents and hard copies are given out.
18. 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).
Our school has established a specific protocol and assigned qualified and trained staff to manage both the initial and Re-identification. At the time of these processes when a student has been identified as an ELL the parents, guardians or teachers will be informed about the right to appeal ELL status within five 45 days. They will be informed orally about their right to appeal and it will also be included in the entitlement letter that it sent home once the student has been identified as an ELL.
19. 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.
To ensure that parents of ELLS understand all three program choices : Transitional Bilingual, Dual Language, and Free Standing ESL, they are informed about these programs during our orientation meetings, or through our individual sessions. Our ESL staff explains the three programs to the parents in parent's home language when is possible. During this time, parents also have the opportunity to ask questions about educational programs and services available for their children in the school. They are also provided with with a brochure "A Guide for Parents: Transitional Bilingual Education Programs, Dual Language Programs, and English as a Second Language Programs" All the literature is provided in the parent's language if is available. In addition, parents view the Parent Orientation Video for English Language Learners. The video is available in different languages such as Bengali, Urdu, Russia and Spanish. If a parent's home language is other than what is available in the brochures and videos there is usually a parent interpreter present for assistance whenever is possible or the ESL staff contact the translation and interpretation hot-line.
20. 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.
Parents of students who are entitled to ESL/ Bilingual services are notified at the beginning of the school to inform them of the services available to their children. Every September, for those students who do not receive a proficient score on the NYSESLAT, continued entitlement letters are sent to parents. The letter tells parents what level their child scored and what program their child is currently in. At the bottom of the form is a slip to sign and return to show that parents approve of the continued placement in the selected program. The signature slips for continued entitlement are kept on file in the ESL/Bilingual coordinator's office. If parents wish to change from one English language acquisition program to another, they call or visit the ESL/Bilingual coordinator to discuss

their options. During this meeting, a decision is reached. Parents complete a new program selection form, indicating the new program; the original is kept on file in the ESL/bilingual coordinator's office and a copy is placed in the child's cumulative record. To ensure that all Entitlement Letters, Parent Survey and Program Selection Forms are returned, our school has different steps in place. The ESL staff reaches out to the students to remind their parents to return the signed forms in. If parents do not send them by the second reminder, a duplicate of the form is sent home along with a phone call. The ESL staff or the Parent Coordinator, Debra Sloan, place phone calls to the parents who have not returned these forms to invite them to schedule an appointment at a convenient time for them. In cases where parents cannot be reach, a letter is sent to notify them about dates and time of new meetings. As for the parents of newly enrolled and identified English Language Learners these forms are completed and collected during the different scheduled orientation meetings with them. At these meetings parents are provided with all the information regarding the programs available in the New York City education system. Every effort is made to reach our parents of ELLs to inform them and collect all entitlement letters, Parent Survey and program Selection Forms. If a program selection form is not returned after all these steps are taken place, the student will be place in a default program for ELLs, Transitional Bilingual Program as per CR Part 154.

21. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
Our school has a system to monitor the Parent Survey and Program Selection that have not been completed and returned by the parents. To begin with, our staff makes sure that all forms are completed and signed by the parents during our parent orientation meetings and our individual sessions. If the parent is not present during our orientation meetings, the forms are mailed home. To ensure that all Parent Survey and Program Selection Forms are returned, our school has different steps in place. The ESL staff reaches out to the students to remind their parents to return the signed forms in. If parents do not send them by the second reminder, a duplicate of the form is sent home along with a phone call. The ESL staff or the Parent Coordinator, Debra Sloan, place phone calls to the parents who have not returned these forms to invite them to schedule an appointment at a convenient time for them. In cases where parents cannot be reach, a letter is sent to notify them about dates and time of new meetings.
22. Describe how your school ensures that placement parent notification letters are distributed.
Our school distributes placement letters to the parents as soon as they complete and returned the parent survey and the program selection forms. If the process is done through and individual session or a parent orientation meeting, then the parents are given the placement letter on the spot. On the other hand, if the parent returns the survey and parent selection form with his or her child, then the placement letter is sent home with the students.
23. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
Copies of all ELL documentation correspondence is kept on file in the ESL/Bilingual office. Our school keep copies of all letters sent home. Also copies of parent ELL notifications and letters are kept in students'cumulatives folders. In addition, copies of agendas, sign-in sheets, parent surveys and program selection forms are kept on file in the ESL/bilingual coordinator's office. Also a formal record of the program selection form along with the Home Language Identification Survey are placed in the student's permanent record and accessible for State and City audits and reviews.
24. 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.
Every spring all ELLs take the NYSESLAT (New York State English as a Second Language Achievement Test) to determine the level of English achievement for that school year. To ensure that all ELLs are administered the exam, the ESL/bilingual coordinator and the ESL teachers run the RLER report from ATS to review the students that are eligible to take the NYSESLAT. The ESL team works with the testing co-coordinator, Miriam Katz, to ensure the security of the test, to uphold appropriate testing procedures and to work out a testing schedule. The ESL Coordinator/Testing coordinator sends the entire staff an email informing teachers of NYSESLAT testing. This email includes lists of students who will be tested along with testing rooms, dates, and times. The ESL and Testing Coordinator work with a team of certified teachers to administer all sections of the NYSESLAT during the annual testing window. Certified pedagogues individually test students for the Speaking Section. Students are individually escorted to the library to complete the Speaking section and then escorted back to their classes once they have completed the Speaking section. The Testing Coordinator keeps a list of student who have completed each section and coordinates with ESL and Bilingual teachers to administer sections to students who were absent during the annual make up window. When the results become available in late July, administrators use this information to determine continued entitlement and class placement. At the beginning of the school year, teachers use this information to identify the level of English proficiency to facilitate group instruction.
25. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
All continued entitlement letters and transitional support parent notification letters are sent home as soon as the NYSESLAT scores are available. These letters are sent home by mail and copies are also sent with the students. In addition, copies of these letters are available during our annual and individual meetings that are held to discuss the student's progress in addition to already existing meetings.
26. 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).

According to the Parent Survey and the Parent Selection forms for newly admitted students for the past three years, more parents have chosen the English as a New Language Program as their first choice. During registration last year (2014-2015), 65% of the parents chose a bilingual program typically if their child had recently immigrated to the US within the last year for grades 3-5 and the other 35% choose an ENL/ESL program in grades K-2. Only two parents in the lower grades did not get their choice because there were not sufficient parent requests for a Transitional Bilingual Program in those grades. All French-speaking parents selected an ENL/ESL program for their children due to the fact our school does not have enough students to create a French Transitional Program. As in grades 1 to 5, in kindergarten, most of the parents chose an ENL/ESL program. In grades 4-5, were placed in a bilingual program based on parent choice. This was a new trend. Over the past three years, approximately half of parents choose an ESL program for their kindergartener and the other half choose a bilingual program. For Spanish-speaking new arrivals in the upper grades in our school, parents choose a Transitional Bilingual Program 100% of the time.

For students that score in the intermediate or advanced levels on the NYSESLAT, 4 parents selected English as a New Language or Free Standing ESL Program. One parent requested Dual Language Program (1%). The program models we offer are aligned to parent requests and program offerings as per Aspira Consent Decree.

Part V: ELL Programming

B. Programming and Scheduling Information

21. 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]).

d. Freestanding ENL program.

Our ELL population is provided with the mandated services as per CR Part 154.2. mostly through heterogeneous grouping. In all ENL/ESL classes students are provided integrated and standalone ENL mandated services according to their English proficiency level. Through the Standalone instruction students receive support to develop English language skills so they can succeed in core content courses. In addition, Integrated instruction is provided to build English language skills through the content area instruction. As for the ESL pull-out and push-in programs, the grouping is mainly based on the students' English proficiency levels and grades. Every effort is made to group students according to their language needs.

e. TBE program. *If applicable.*

Instruction for ELLs in the Bilingual Transitional Program is delivered according to the mandates as per CR Part 154.2. Our program consists of three parts: ENL/ESL, Home language arts (NLA) and at least two subjects in the native language for students at the beginning levels which depend on the bilingual model and level of student proficiency.

f. DL program. *If applicable.*

N/A

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

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

In order to ensure that all students receive the mandated instructional minutes from Part 154, our school makes sure that we meet the staffing requirements to provide these services. All students receive ENL services regardless of ELL program. All bilingual programs incorporate ENL/ESL, ELA, and HLA into their daily instructional day. ENL/ESL, ELA and HLA instructional minutes are integrated throughout the content area instruction over the course of the day. Students are the beginner, Entering, Low Intermediate and Emergent receive 360 minutes of ENL per week and 90 minutes of ENL/ELA per day. The intermediate, transitioning, Advanced and Expanding receive 180 minutes of ENL and at least 180 minutes of ENL/ELA. Proficient and Commanding ELLs receive 90 minutes of ENL/ELA or other content area. Also in the bilingual transitional program students who are entering, emerging, transitioning, and expanding receive one Home Language Arts class and at least two subjects in the native language at the beginning levels.

Our Freestanding ESL program is a majority push-in model with co-teaching. Nearly all students in the ESL program are grouped into one heterogeneous class on the grade and the ESL teachers work with the classroom teacher to adapt and enrich instruction, creating

comprehensible input. The minutes of mandated services provided to students depend on their English proficiency levels. All students receive a specified amount of standalone and integrated ESL.

23. 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.

At this time, we are waiting for the NYSESLAT results in order to determine what program models we will have in place and to decide what methods and instructional approaches will better enhance those programs.

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

A variety of assessment tools are in place to evaluate our ELLs in their native language, Spanish. All new entrants whose HLIS responses indicate a home language of Spanish and who are newly identified as ELLs based on NYSITELL results the Spanish LAB is administered at the time of initial enrollment. This test is used to support instructional planning in providing bilingual and English as a new language services to the students.

In Kindergarten, first and second grade, the Estrellita Program is used to assess the basic literacy skills such as letter recognition, sound correspondence, sight words and so on. Kindergarten students are also assessed using EDL and EDL2, the Spanish version of DRA and DRA2. In all the other grades all ELLs in the bilingual classes are evaluated at three different benchmarks throughout the year (beginning, middle, end) in Spanish through the DRA assessment. These evaluations consist of running records with reading comprehension passages. Third, fourth and fifth grade classes in the bilingual classes also take ELE in the spring of each school year. In addition, they take modified assessments in Spanish, particularly in Mathematics: quizzes, end-of-unit assessments (Invision Math Program) and state exams such as math and science.

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

To ensure ELL students are appropriately evaluated across all four modalities of English acquisition throughout the year, all teachers, ESL and Bilingual included, follow our school's Language Arts and Math curricula completed under the guidance of our consultant from Learner-Centered Initiatives (LCI) and aligned to the Common Core Learning Standards (CCLS). Each unit contains embedded CCLS performance tasks, as well as a summative task. These allow us to continually assess progress and adjust our teaching to meet the needs of our students. To support ELLs in having access to these performance and summative tasks, teachers regularly collaborate during Teacher Team meetings to design lessons where students meaningfully interact with each other and texts to make meaning. Students regularly work in pairs and groups to discuss complex texts, to find and analyze text-based evidence, to create shared writings, and to analyze their own and peers' writing. Structured opportunities for student collaboration ensure our ELLs are actively using all four modalities to develop English proficiency and engage in the tasks embedded in our common units of study. Teachers implement listening strategies during pair and group activities as a formative assessment strategy to evaluate students' progress in all four modalities.

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

- f. SIFE
- g. Newcomer
- h. Developing
- i. Long Term
- j. Former ELLs up to two years after exiting ELL status

To differentiate instruction for the various subgroups, ESL and classroom teachers use a variety of methods. It is important to note that effective differentiation always begins with assessment and is content area specific. For example, it is possible to have a newcomer who has instructional needs similar to an ELL who has been here for 4-6 years. However, as a whole the various ELL subgroups do tend to have similar needs as they move along in their years of service. Scaffolding is done throughout all subgroups. The ESL teacher aids the classroom teacher in making these lesson adaptations. All ESL lessons include a language and content objective. ESL and bilingual classroom teachers work together to develop language objectives that fit into the overarching objective of the lesson. Bilingual teachers develop these objectives on their own. An effective language objective may include vocabulary instruction, grammar structures, or language forms. Continuous and ongoing explicit vocabulary instruction is essential when working with ELLs. Successful vocabulary instruction includes five essential components: intentional word instruction, direct instruction in word meaning, modeling strategies or processes for learning new words, multiple exposure to the new words and a system to track new vocabulary. Following these five components ensure a systematic approach to vocabulary instruction. In addition, teachers constantly link new learning to background knowledge. Activating prior knowledge is essential to link new learning to prior learning. Current brain research supports this fact showing "that learning is increased when the students can directly relate new concepts and skills to something they already know or have had some experience with. (Welch, 2009)" Teachers not only use shared classroom experiences to link new learning to prior knowledge, but they also tap into students' personal backgrounds and experiences.

A. The general needs of the newcomer ELLs focus more on oral language development. First and foremost, teacher attitude is essential when working with newcomer ELLs. Teachers must work to lower the affective filter and to create a risk free environment where the students feel comfortable and will be more willing to participate. Teachers achieve this by showing a genuine interest in their students, their language and culture. Teachers plan for plenty of structured group work

where the newcomer students will have a chance to work with English proficient students or ELL students who have been in the country for more than four years. By pairing students in this manner, newcomers have an opportunity to improve the basic interpersonal communication skills, as well as develop oral academic language. In the structured group work, teachers provide students with sentence frames to lower anxiety around speaking, to give students grammatically correct language, and to encourage academic conversations. If need be, students are allowed to verbalize in their native language first and then work with in their partnership to translate their responses. Also, if the teacher speaks the child's native language, they can accept the verbalization in the native language. Grammatical and pronunciation errors are not over-corrected, allowing students to feel more confident in their productive skills. To correct spoken or written errors, teachers model appropriate language usage at all times. Students can use gestures, pantomime or drawings to respond to questions. Teachers work with the class to encourage an atmosphere of acceptance, where students feel comfortable sharing their cultures and backgrounds.

For ELLs in the Developing level, instruction is differentiated in various ways. Nearly all of the ELLs who fall into this category are in an ESL program and are at an intermediate or advanced level, with a transitioning or advanced level in listening and speaking. Students receive extensive preparation for the NYSESLAT exam during the school day through ENL, ELA and HLA through our core curriculum. In addition, like the newcomer group, students are provided with extensive opportunities for structured group interactions.

Overall, ELL students with four to six years of service or long-term ELLs need extensive support in developing reading and writing skills. To support students in reading, teachers do guided reading during the literacy block. Guided reading provides time during the school day for direct reading instruction, focusing on reading strategies. During the guided reading period, students develop as individual readers as they are given the opportunity to develop and use reading strategies. They have a chance to experience success in reading for meaning and learn how to problem solve with the new text independently. Teachers also benefit from the guided reading time as they are able to observe individual students as they problem solve new texts and have a chance to assess individual students using running records.

In addition to guided writing, teachers use various reading strategies to attack tricky texts. Teachers follow the before reading, during reading and after reading model. Proficient readers use this model every time they interact with a text. Interacting with the text before reading allows readers to evoke relevant thoughts, memories, and associations which will help them to comprehend the text. Before reading activities may include activating prior knowledge through a question about a personal experience, making a brainstorming web based on a story's title, or a preview and predict strategy. An adept reader is constantly interacting with a text during reading, creating an ongoing dialog with the author to mentally paraphrase what the author is saying. They check and monitor understanding through imagining, inferring, predicting, and confirming. Finally, new information learned is linked with prior knowledge, which leads to real learning. During reading, students can use the GIST summarizing strategy, make connections, use visualization, or practice self-monitoring strategies. After reading, strategic readers summarize and reflect on what they have read. They also apply new ideas from the text to broader world perspectives. After reading activities include reflections and responses. Children can respond to a text by rewriting the ending, designing a new cover, or writing a letter to the author.

To support students with the productive skill of writing, teachers use process writing in a variety of genres. Using genres is essential when teaching writing to ELLs because each genre has its own characteristics: a specific purpose, an overall structure, and specific linguistic features. These characteristics of each genre are shared and understood by the members of the culture (Gibbons 2002). When the students are immersed in the specific genres, their understanding of the writing is enhanced, as specific writing skills are all taught within an explicit context. The writing process is used because "it puts the learner at the center of the learning process (Gibbons 2002)." The context of the writing is further embedded in the students' minds, increasing comprehension around the genre in which the students are writing.

To scaffold genre process writing successfully, teachers of ELLs use modeled, shared and guided writing practices. In these approaches the teacher and children work together to compose the specific writing piece. Children provide the ideas and the teacher supports the process as a scribe, typically writing about a shared class experience whenever possible. The teacher provides full support, modeling and demonstrating the process of putting children's ideas into written language. In this way the text becomes richer, as the entire class is working on the piece together. Then, students used the skills learned in a particular lesson to apply them to their own writing pieces.

All of our SIFEs students are in the bilingual program. Differentiation for the SIFEs is handled at the classroom level, by the bilingual teacher. Much like the classroom adaptations for the newcomers, teachers lower the affective filter, creating a risk free environment. Teachers also help students to adjust to school life through creating regular classroom routines. In addition to the small-group instruction during the school day to address their social and academic needs, these students will

also receive extended instructional time. The extended instructional time can be offered through after-school classes or tutoring, Saturday programs, and/or summer programs. In all these programs, scaffolding strategies such as contextualization and schema building will be used for significant ESL and academic development. Former ELLs after two years of exiting the ELL status, are placed in regular monolingual or ESL classes where they receive 90 minutes a week of integrated ESL for two years after testing out.

27. 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.

Our school ensures that the student's academic progress does not get affected by the re-identification process by consulting a qualified staff member in the school. The principal consults with a qualified staff member in the school, the parent or guardian and the student to discuss the academic progress of any student facing this process. If the principal, based on the recommendation of qualified personnel and consultation with the parent/ believes that the student may have been affected by the determination, then our school provides additional support services to the student as mandated in CR Part 154.2-3and may reverse the determination within this same 6-to-12 month period.

28. 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?

ESL services for our ELLs in the special education program are adapted based on the students' needs as per their IEPs. They are provided English language services through an ESL push-in/pull-out program. Differentiated instruction includes development of listening, speaking, reading and writing skills in English through guided reading and writing groups, heterogeneous group work, and scaffolding the academically rigorous curriculum. In addition, students use the AWARD reading program. It is a comprehensive program for teaching and assessing literacy, with a strong technology component. The AWARD Reading program successfully provides individualized instruction using technology to improve the literacy of the digital native. With more than 10 years of research showing its effectiveness with students in a special education program, it is producing quantifiable gains with our population. It is an all-encompassing program that features assistive technology, differentiated instruction, and educational materials that engage students at all levels. ESL services for our ELLs in the special education program are adapted based on the students' needs as per their IEPs. They are provided English language services through an ESL push-in/pull-out program. Differentiated instruction includes development of listening, speaking, reading and writing skills in English through guided reading and writing groups, heterogeneous group work, and scaffolding the academically rigorous curriculum. In addition, students use the AWARD reading program. It is a comprehensive program for teaching and assessing literacy, with a strong technology component. The AWARD Reading program successfully provides individualized instruction using technology to improve the literacy of the digital native. With more than 10 years of research showing its effectiveness with students in a special education program, it is producing quantifiable gains with our population. It is an all-encompassing program that features assistive technology, differentiated instruction, and educational materials that engage students at all levels. Our Special Education students have Individualized Education Plans (IEPs) and receive services through the school's Special Education program, which provides students with the least restrictive environment consistent with their individual needs. A full-time IEP teacher, Ms. Spence monitors the implementation of each student's plan. ICT, mainstreaming, and Special Education Teacher Support Services (SETSS) are instrumental in achieving our goals. The ICT program places Special Education students in General Education classes full time, while maintaining a student-teacher ratio of 12:1 (two teachers are assigned to each ICT classes). Students are placed in the ICT program through IEPs, teacher input, and review by Special Education Coordinator. This program allows special education students to receive departmental instruction from licensed specialists in each subject, and also to interact fully with their peers.

In working with our Special Needs ELLs, the instruction is prescribed in a manner that accommodates the student's exceptionality. Instruction is provided within a relevant cultural context so that the students can understand expectations. Our Special Education teachers work together to develop lessons and materials appropriate to student needs, modify unit lessons and materials, evaluate the student progress, and develop individual plans and materials as needed.

29. 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?

As per our ELL-SWDs students' needs and IEP recommendations, we offer one ICT (Integrated Co- Teaching) classes in each grade, and three self-contained classes, mixed grades. In ICT classes, Special Educators are paired with content teachers to provide support as mandated by students' IEPs, and two ESL teachers provide pull-out services to self-contained ELL-SWDs. By providing students with the instructional program recommended within their IEPs, students are ensured instruction in the least restrictive environment that also supports their English language development. ICT classes follow the same common core units as all general education, ESL and Bilingual classes. Self-contained classes, whenever appropriate, use common units as well, supplemented with texts and materials that meet ELL-SWD needs.

Chart

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

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

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

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



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

Chart

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

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

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

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

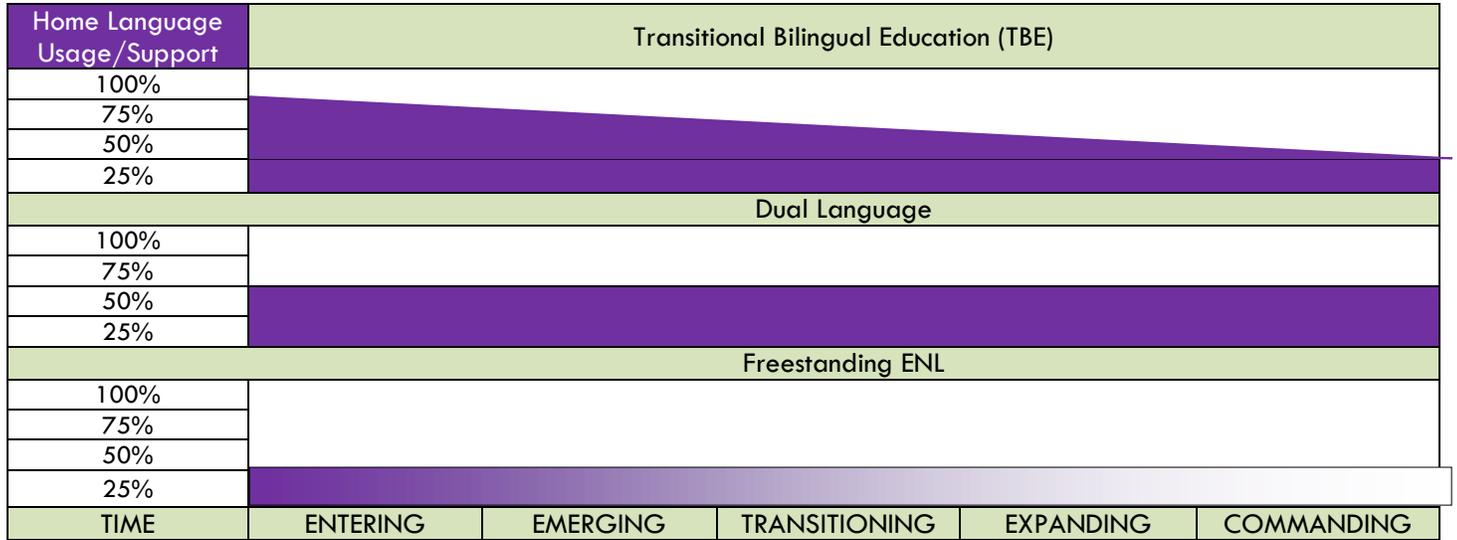


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



E. Programming and Scheduling Information--Continued

30. 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.
- We have many subgroups of ELLs within our school. So, in order to increase the percentage of students meeting promotional standards, all ELLs that have taken the NYS exams are targeted for Academic Intervention Services (AIS), after-school and enrichment programs. Our main intervention program for our ELLs in our Title III program. We are offering four different extended day classes to meet the diverse needs of our ELL population. The students in the first and second grade ESL classes will form one group and the students in the fourth and fifth grade bilingual bridge class will form another group. Another extended day group will be comprised of newcomer students in grades 3 through 5. The last two groups will be made up of third and fourth grade students in the ESL program. They will be grouped by NYSESLAT level, one group of intermediate students and the other group of advanced students.

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

In our school, we are currently using various, enrichment curricula and instructional materials. Our ELLs follow the same curricula as the English proficient students. In math, we currently use Envision Math Common Core program, available in English and Spanish. This is a fully research-based program, designed and compiled by an experienced authorship team and is completely aligned with the New York Core Curriculum Standards. The proven effectiveness of Scott Foresman's previous math programs provided a longitudinal research base that spans more than 100 years. Longitudinal classroom studies further validated the efficacy of the program. Starting in kindergarten, the program develops and extends mathematical thinking through stories, games, and center activities. Students grow to understand the concept of numbers, numeracy, and equality. The program includes daily assessment, differentiation for all learners, extensive problem solving, customized intervention and interactive activities.

For the past two years, our reading and writing workshop was taught through the use of the research-based developmental literacy program Storytown and Villa Cuentos. Now we are following ReadyGen. The Storytown and Villa Cuento programs reflect current, confirmed research by prioritizing and sequencing essential skills and strategies into an organized model for instruction. Lessons include explicit, systematic instruction in the areas of phonemic awareness, phonics, vocabulary, fluency, comprehension and writing. The foundation of the program is its high-quality children's literature and informational texts. Students are regularly exposed to a variety of genres, allowed for ample practice and application of skills, using a variety of meaningful tools and activities. All instruction and activities are adaptable to accommodate all types for learners. All materials are available in both English and Spanish. There are extensive components for intervention, differentiation and reteaching. Through the use of these elements, ESL and classroom teachers are able to reach all learners.

Our content areas are delivered using the core curriculum materials from the Department of Education. For science, we currently use the Delta FOSS kits and science modules and Harcourt Science text books in fourth and fifth grade. FOSS engages students in the inquiry process allowing students construct an understanding of scientific concepts through their own investigations and analyses. Students use laboratory equipment, readings, and interactive technology to exercise logical thinking and decision-making skills appropriate to their age level. The FOSS kits are available in both English and Spanish. Bilingual classes are doing science instruction in English, adapting the lessons to make them as hands-on as possible. In four through fifth grade, instruction in science is delivered both in English and in Spanish. The English lessons are taught using ESL methodologies.

In social studies, we follow the scope and sequence guidelines from New York City. In kindergarten through second grade, students begin to develop awareness about self, family, neighborhoods, and communities large and small. In third through fifth grade, they are introduced to the diversity of world communities, the historic development of New York State, and the similarities and differences among the nations that make up the Western hemisphere. The early grade teachers use authentic literature, songs and chants, shared experiences and hands-on activities to engage students in higher order thinking about important social studies concepts. The bilingual teachers deliver ESL through social studies. Paste response to question here:

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

Our school Instructional team and the SLT team will carefully analyze our school data to see what changes need to be made.

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

None. Our school will continue to provide programs and services as per ELL population, parent choice, and students English proficiency levels.

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

We have many subgroups of ELLs within our school. So, in order to increase the percentage of students meeting promotional standards, all ELLs that have taken the NYS exams are targeted for Academic Intervention Services (AIS), after-school and enrichment programs. Our AIS program is designed for students who are at risk of academic failure, as well as SIFE students or those students performing at Levels 1 and 2 on English or mathematics state standardized exams. Teachers identify and provide individualized instruction to the targeted population. AIS services are also offered to ELLs, where an ESL teacher works with students

approximately one period per week in either a push-in or pull-out model. Our after-school program is offered through an extended school-day program designed for all ELLs and Special Needs students. The program provides extra support to our students in the areas of reading comprehension, vocabulary and word analysis. It also provides our students with test sophistication skills.

In addition to AIS intervention and push-in and pull-out support, all ELLs are invited to attend the Title III Saturday program. This program is held for 15 Saturdays in late fall, winter and spring for 4.5 hours each Saturday to engage students in intensive literacy and math instruction to supplement their regular school day academic program. Students use supplemental materials ordered with Title III funds to practice literacy and math skills needed to succeed on NYS ELA and Math exams, as well as the NYSESLAT. All programs are provided in English, with the exception of AIS and pull-out, which may to some degree require the use of Spanish as per ELL needs and proficiency levels.

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

Instruction in all these curricula is enhanced through the use of technology. ELLs have access to the same technology as the rest of the school population. Collaboration and interactivity with digital technology help improve student learning outcomes. Currently, all classes with ELLs have an interactive whiteboard in their classroom. The use of SMART boards with ELLs enhances instruction, making it more interactive and engaging. Our Invision Math Program, Storytown, and Villa Cuentos all contain an interactive whiteboard component in their programs. In addition, students in second through fifth grade have access to notebook computers. The technology specialist, also has many other technological enhancements available to teachers of ELLs in the school's technology lab. Teachers can use ELMO projectors, Flip cameras, digital cameras, camcorders and iPods to add technology into lessons and student projects. Also we were able to add 20 ipads in our bilingual classrooms through the CUNY-New York State Initiative Bilingual Grant. In addition, our school has purchased a Rosetta Stone language program that allows students to use technology and work independently on building vocabulary and basic sentence structures in English.

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

In our school, Native language support, which reinforces the development of oral and written fluency, content knowledge, and the ability to communicate, is delivered in each program model. First, standards-based literacy instruction is provided in the native language and in English for the duration of our students' education in the TBE program. The native language and English are also used consistently to teach core academic content areas for the duration of our students' in the TBE program. Further, since ongoing assessments of students in academic content areas, as well as language development, inform teaching and learning, we assess content-area learning and language development in the language of instruction and analyze this data to set goals and identify areas for improvement. Materials used include textbooks in the native language and technology enrichments in the native language.

In freestanding ESL, language development and content instruction are supported in the native language in order to enrich comprehension. This type of support includes bilingual dictionaries, glossaries, native language classroom libraries, and technology enrichments. ESL teachers provide students with regular access to dictionaries and Spanish-English dictionaries, and students are paired and grouped strategically to meet students' needs. In addition, teachers with Spanish proficiency help ELLs develop bilingual glossaries, and ESL teachers seek support from Spanish-literate colleagues to develop bilingual instructional materials, especially bilingual glossaries and picture glossaries, to support the needs of beginner ELLs. These classrooms are provided with libraries that contain books in Spanish, French, and Arabic.

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

All materials ordered are age appropriate and meet the identified needs of our ELLs. Materials are geared to address the needs of our students based on age, English language Proficiency and grade level. For example, high interest, low level texts, and books with picture support are ordered as needed.

38. 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).

When the ELL students arrives at our school, the ESL staff and the Parent Coordinator, Ms Sloan, and the school staff welcome the students and their families to our school. The students and parents are given a brief tour of the school and uniforms and school supplies are provided. Also the parents are introduced to the school nurse, who registered them in the clinic. Parents are provided with the Orientation Video and assisted to complete schools forms if necessary. Parents and students usually have the opportunity to meet the Assistant Principals of the grade. They are also given information about additional programs which are in our school such as AIS, Extended-day program for at risk students, Saturday programs, Title III programs, SES and After-school programs.

39. What language electives are offered to ELLs?

N/A

40. 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:

F. Professional Development and Support for School Staff

5. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
Our professional development program is extensive and ongoing. All teachers of English language learners are included in the professional development opportunities. The team of ELL teachers and administrators meet on a monthly basis for an hour and 45 minutes each time. During school year 2014-2015, we held a total of 20 meetings. The first two meetings focus of adjusting and improving the language allocation policy. The rest of meetings focused on instructional strategies, such as writing, academic vocabulary development, higher-order questioning strategies, effective instruction for ELLs using an RtI approach, developing and expanding oral language to support literacy learning and content knowledge and additional topics as the teachers feel needs arise. Our teachers of ELLs will also participate in various workshops on the New York State Bilingual Common Core Initiative offered through the Office of English Language Learners and the BETACs at our nearby universities, including Fordham University, Hunter College and New York University. Teachers will attend workshops on their own and then turnkey the information with all of the teachers of ELLs.
6. 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?
In addition, our teachers of ELLs will continue our partnership with CUNY-New York State Initiatives on Emergent Bilinguals, a collaborative project of the Research Institute for the Study of Language in Urban Society and with the collaboration of NYC RBE-RN at Fordham University. Through this projects our teachers of ELLs will receive Professional Development on the topics of translanguaging, curriculum planning with emergent bilinguals, developing student's academic language proficiency, differentiating instruction, and assessment with emergent bilinguals.
Our teachers are trained to meet instructional goals set by our school, the NYC Standards and the NYS Common Core Learning Standards. Our ELLs are challenged to meet the academic demands expected of the other general education students. Their teachers are given full support and training to achieve these goals in literacy, math and the other content areas. There are ongoing grade and departmental meetings with our literacy and math coaches and other support staff. Modifications and scaffolds for ELLs are part of the discussions at these grade and departmental meetings. Our scheduled coaching sessions for teachers in the ELL programs (with articulation afterwards) are consistent with the training and/or focus discussed at these meetings. There are also meetings/study group held specifically to support our teachers in the transitional bilingual program. Teachers of ELLs also attend ESL/bilingual workshops offered by the Bilingual Team at our school.
7. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
In order to facilitate the transition of our ELLs from elementary to middle school, articulation is discussed between the guidance and fifth and sixth grade classroom teachers, ESL teacher, and students. In addition, middle school workshops are held for parents in English and Spanish. Data on the exam history (ELA, Math NYSESLAT) are reviewed. It is our goal to help students find the right placement for their middle school studies and ELL services in the middle schools. The needed ELL services at the time of the middle school application are pre-printed on the middle school application. Once choices are listed, matches are made to choices. Every effort is made to inform the parents of our ELLs about the middle school options that are available to their children.
8. 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.
As per CR Part 154, our school provides ELL-specific Professional Development to all teachers. This professional development to all teachers is as follows: 50% of all total PD hours for Bilingual and ENL(ESL) and 15% of total PD hours for all other teachers. In order to facilitate our teachers to prepare to instruct ELLs, our PD will focus on the importance of native language instruction, language acquisition of a second language and/or strategies that effectively support the learning of ELLs. Some of the topics that we plan to include in our PD series are: the Bilingual Common Core Progressions, principles of language acquisition, co-teaching strategies, developing language objectives, that support rigorous instruction, academic vocabulary, and content area instruction. The Home Language Arts Progressions will also be part of our PD series.

G. Parental Involvement

7. 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?

During the school year, we provide at least one one individually meeting with parents or guardians of English language learners to inform them and discuss the goals of the program, their child's language development progress, their child's English language proficiency assessment results, and language development needs in all subjects. This meeting is conducted by the ESL/Bilingual school staff including the school parent coordinator and a qualified interpreter or translator is provided in the language the parent or guardian best understands. If is necessary the unit of translation and interpretation is contacted.

8. 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.

Our school kept records of all ELLs correspondence and documents. All individual meeting agendas, sign-in sheets are kept on file in the ESL/bilingual coordinator's office. To invite our ELL parents to be part of our annual individual meetings the ESL/bilingual coordinator, the ESL teacher, family worker, and the parent coordinator, Ms. Sloan, make phone calls to reach out to these families. They ask the parents to come into the school to find out about their children language development. In addition, invitation letters are sent home and a message is place in our school messenger system informing them about these meetings.

9. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parents are members of the PTA and they serve on the School Leadership Team. They participate in school-led workshops, volunteer in classrooms, and assist with school initiatives. Parents including the parents of ELLs are involved in school events/activities. The majority of the workshops/orientations are bilingual (Spanish/English). In the instances when a workshop may only be presented in one language, it is shortly after offered in the other dominant school language. For parents that speak limited English and their second language is not Spanish, if there is not an individual in the building that speaks their language, the Parent Coordinator sits with them one-on-one and contacts the Language Interpretation Unit for over-the-phone translation.

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

The school does partner with other agencies or Community Based Organizations to provide bilingual workshops or services to ELL parents. The Community Morris Height Health Center comes to the school to conduct workshops on asthma, healthy homes and financial planning. Parents of Pre-K students participate bilingual Jump Start activity affiliated with the Davidson Community Center. The CPR classes for parents are offered in Spanish and are presented by the Fire Department. Cornell University is also scheduled to present a series of Nutrition Workshops presented in a bilingual setting (Spanish/English). ELL Orientations are offered in a bilingual setting (Spanish/English) and when there is a parent whose primary language is not English or Spanish, the appropriate presentation is shown to them and the handouts are given to them in their native language. Also, if needed the Language Interpretation Unit is contacted for over the phone translation. Parents are also referred to Office of Adult Education for free ESL classes as well as the Fordham University workshops for ESL and computer classes. There are ARIS Link workshops and Curriculum workshops with pointers on how to work with students at home to help ELLs meet the Common Core Standards. Various bilingual workshops are offered to parents based on their needs.

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

Parents participate in the citywide parent survey and complete surveys send by our Parent Coordinator. They submit their concerns and ideas to the Leadership Team. The needs of the parents are evaluated through surveys and one-on-one conversations between parents and the Parent Coordinator. The Parent Coordinator also takes into consideration the needs of the students to present workshops to the parents offering techniques on how to better assist their children with their schoolwork at home.

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

Parent survey results are used to determine workshop topics. The activities parents are offered are activities they can use with their families at home. For example, parents are always asking for ways they can assist their children with math or reading for the State Exams. As a result a series of workshops is scheduled for the parents to teach them games and strategies they can play and practice at home with their children so that they may reinforce the skills the children have learned at school. Another example is the nutrition workshop, CookShop, which teaches parents and students to cook healthier meals. As part of our work with the CUNY-New York State Initiative on Emergent Bilinguals, and our Fordham University biligual Consultant the teachers will be holding a series of workshops for parents regarding parents rights and responsibilities. The topics will include helping with homework, state testing, school volunteerism, using ARIS and Common Core Standards.

H. 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:

Part VI: LAP Assurances

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)
Daryl Harrington	Principal		10/19/15
John Hickman	Assistant Principal		10/19/15
Debra Sloan	Parent Coordinator		10/19/15
Martha Canales	ENL/Bilingual Teacher		10/19/15
Margaret Johnson	Parent		10/19/15
Brenda Diaz	Teacher/Subject Area		10/19/15
Yvelisse Perez	Teacher/Subject Area		10/10/15
Miriam Katz	Coach		10/19/15
Rose Pacifico	Coach		10/19/15
Bethsaida Bonano	School Counselor		10/19/15
	Superintendent		
	Borough Field Support Center Staff Member _____		1/1/01
Stephanie Torres	Other <u>ENL Teacher</u>		10/19/15
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **10X306** School Name: **P**
Superintendent: **M. Mashel**

Before you begin, please check the following:

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

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

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

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

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

The methodology use to assess our school's written translation and oral interpretation begins during the registration process of all our students. Each family is asked to complete the "Preferred Language Part" on the Home Language Identification Survey and on the Emergency Blue card data upon registration. The parents are asked to complete these forms where they choose the language in which they want to receive written information and communicate orally. All information is provided in their respective languages. These forms are use to determine the needs for written translation and oral interpretation. At this point an interview is conducted in English or Spanish by a trained pedagogue and when necessary the translation and interpretation hotline is use to communicate with parents. Teachers and administrative personnel are also able to access parent written and oral interpretation. Parent and teacher survey are also use to collect data to assess language preferences. ATS reports will be also considered to assess language preferences.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Our school population consists of 768 students. Our ethnic census consist of 70% Hispanic, 28% Black and 2% other. The preferred languages for both wirtten and oral communication are : Spanish, English, French, Bengali,Twi, Wolof, Bambara, Ewe, and Hausa.

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.)

All our school correspondence is translated before it is distributed to our families. All important information about educational programs and services are translated in the parent's preferred language. Our school translates the following documents: all newsletters, calendars, notifications of school trips and assemblies, parent's handbooks, letters containing information about special events, and material that are related to student curriculum. Also all correspondence related to parent engagement activities such as parent-teacher conferences, Parent Association meetings, school Leadership letters, after-school programs information and registration are translated as well. In addition, all letters to inform parents about their children educational programs such as placement letters, entitlement and non entitlement and invitations are translated too.

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.

Our school offers a variety of face-to-face meetings with parents that are conducted by our school staff. In the beginning of the school year, we have Back to School Night, Parent-Association, and ELL Parent Orientation meetings. The parents also have the opportunity to have Coffee with the Principal, a meeting where parents have the opportunity to ask school related questions and share ideas to improve our school. In addition, we provide multiple curriculum meetings for all grades, three parent teacher conferences, and specific parents workshops designed to inform parents about the the transition process from elementary to middle school. These workshops are provided by our parent coordinator and our school counselor. We also offer monthly parent's workshops on selected topics. During all workshops and meetings oral interpretation is provided.

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.

At P.S. 306 all written translation is provided in-house, by school staff, or parent volunteers. All notices and letters about workshops, school trips, meetings, after-school programs, and assessments are sent to parents in English and Spanish. We also offer translations in Bengali, Urdu, French and Twi. Our school's ESL team makes sure that all parents of ELL's receive all letters and notifications in their respective languages. These forms include the Home Language Identification Survey, ELL parent brochures, Parent Survey, program forms, ELL parent notifications -entitlement and non-entitlement letters, placement, continuation of services, transition letters, and Title II after-school letters. Spanish translations will be done on site by our bilingual teachers. Written translation of lower incidence will be done by the translation and interpretation unit of the Department of Education. When needed, an outside vendor will be used to prepare written translations. Our school also uses many of the translated templates for school holidays, and parent-teacher conferences already created by the Translation and Interpretation unit. In addition, our school will use school funds for on-site interpreters for events and parent-teacher conferences.

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

All oral interpretations are provided in house by school staff and parent volunteers. Oral interpretation is provided in Spanish by a bilingual teacher or a parent volunteer during parent meetings. Parents can also request an interpreter in advance and we will contact the interpretation unit. We also use the over the phone service interpreters via the Translation and Interpretation Unit when necessary. This year we will also seek help from outside contractors if standardized tests are not available in students' native languages. We will hire interpreters for our ELLs who speak, French since math and science tests are not available in their language.

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.)

During our first faculty meeting scheduled in September all our staff is informed about how to use translation services provided in house and how to use over-the-phone-interpretation services to better communicate with and engage limited-English -proficient parents. All staff are provided with the information necessary to contact the translation and interpretation unit. They are also provided with the T&I brochure and the language palm card is distributed as well. Also an over-the-phone Interpretation Card is given to our safety agents to remind them to access interpretation services over the phone when assisting limited-English proficient parents. In addition, a language identification guide is provided to help our staff identify the language of a visiting limited-English proficient parent.

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

Our school will fulfill parental notifications requirements for translation and interpretation as mandated per Section VII of the Chancellor's Regulation A-663. We will provide each limited-proficiency parent with a copy of the Bill of Rights and Responsibilities which will inform them about their right to language services. This information is not only posted but it is also part of our parent Handbook. Also we will post in a conspicuous location at or near the primary entrance the multilingual Welcome Poster of the covered languages indicating the most prominent covered languages indicating the availability of interpretation services. Our school's safety plan will include procedures in place for ensuring that important documents are translated and sent home and that we have a system in place for providing interpretation services during school hours. In addition, we will provide information about preferred language of communication on the emergency card and in ATS.

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)

In order to gather feedback from parents on the quality and availability of the services provided, we will conduct parent surveys during our PTA association and school leadership meetings.