

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): **10X340**

School Name: **P.S. 340**

Principal: **NELLY MALDONADO**

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: PS 340 School Number (DBN): 10x340
Grades Served: Pre-K-5
School Address: 25 West 195th St
Phone Number: 718-220-1830 Fax: 718-220-1866
School Contact Person: Lisette Jijon Alvarez Email Address: Lalvarez12@schools.nyc.gov
Principal: Alexei Nichols
UFT Chapter Leader: Mary Dillon
Parents' Association President: Johana Cochran
SLT Chairperson: Mary Dillon
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Janina Barriga
Student Representative(s):

District Information

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

Borough Field Support Center (BFSC)

BFSC: 10 Director: Jose Ruiz
Director's Office Address: One Fordham Plaza
Director's Email Address: Jruiz2@schools.nyc.gov
Phone Number: 718-828-7776 Fax: 718-828-3113

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Alexei Nichols	*Principal or Designee	
Mary Dillon	*UFT Chapter Leader or Designee	
Johanna Cochran	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Theresa Lunetta	Teacher	
Sinead Mofatt	Teacher/	
Ana Henriquez	Teacher/	
Anette Nieves	Teacher/	
Lordes Rendon	Teacher/	
	/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Janina Barriga	Parent/ Treasurer	
Gregoria Rodriquez	Parent/	
Heather Guerino	Parent/	
Maura Castillo	Parent/	
Sylvia Montero	Parent/ Secretary	
Faviola Sierra	Parent/	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

The Six Elements of the Framework for Great Schools

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

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

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE’s Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

1. The mission of P.S. 340 is to educate the whole child, help him or her achieve high standards, develop his/her self-esteem, sense of community, social responsibility, values, aesthetic awareness, mental and physical health, citizenship and to instill a life-long love of literacy and learning.

PS 340 collaborates with many partners as we believe in long term partnerships that support the whole child and offer facilities that enhance our school's offerings. These include, but are not limited to Dancing Classrooms, APEX at Lehman College, Manhattan College, Teachers College, Asphalt Green, Marquis studios, Theatre Moves, and NYC Food Bank to name a few.

2. PS 340 has approximately 650 students from Pre-K through 5th grade. 25% of our students are English Language Learners, 26% of our students have IEP's, and 85% of our students receive free lunch.

Demographics: 82% Hispanic, 10% Black, 5% Asian, 3% White and 1 % Other. In addition, data indicate that more than 30% of our families are in shelters and other temporary living situations. As a result, unique engagement and support programs are required and offered.

3. The Element of the Framework that I believe we made the greatest gains on was Rigorous Instruction. This year we focused on embedding the CCLS shifts into the curriculum and putting systems and structures in place to improve student's outcomes. To name a few:

- Small group targeted instruction
- AIS groups
- Looking at student work protocols
- Google docs as a tool to share best practices
- A focus on Mastery Objectives
- Higher order questioning techniques

10X340 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	648	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population		83.5%	% Attendance Rate	91.5%
% Free Lunch		85.6%	% Reduced Lunch	0.8%
% Limited English Proficient		24.2%	% Students with Disabilities	24.5%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		0.5%	% Black or African American	9.2%
% Hispanic or Latino		82.2%	% Asian or Native Hawaiian/Pacific Islander	5.4%
% White		2.8%	% Multi-Racial	N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		0.16	# of Assistant Principals (2014-15)	N/A
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	N/A
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		1.9%	% Teaching Out of Certification (2013-14)	6.0%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.1%	Average Teacher Absences (2013-14)	7.35
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		20.1%	Mathematics Performance at levels 3 & 4	29.3%
Science Performance at levels 3 & 4 (4th Grade)		72.2%	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate		N/A		
Overall NYSED Accountability Status (2014-15)				
Reward			Recognition	
In Good Standing	X		Local Assistance Plan	
Focus District	X		Focus School Identified by a Focus District	
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	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		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	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		YES	Limited English Proficient	YES
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		

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

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

Part 1 – Needs Assessment

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

The entire P.S. 340 school community recognizes that the success of all our students rides on a strong CCLS aligned curricula delivered by teachers who continually hone their craft and are well prepared to customize instruction providing all students with challenge and nuanced support. To that end, a culture of self-reflection and data informed practice has been fostered. Data that have been analyzed include feedback from the quality review, formal and informal observations conducted by the administration and superintendent, summative test scores and formative assessments. Feedback from the Quality Review, and PPO indicate the following strengths and needs.

Strengths/Well Developed Indicator:

- 1.1-Pedagogy: “School leaders and faculty ensure the curricula align to common core Learning Standards and strategically integrate the instructional shifts. Curricula units and academic tasks are planned and refined using student work and data.

Needs

- QR I ndicator (1.2)-,Pedagogy-“ Questions and discussions remain at the recall, knowledge, identifying levels, in the vast majority of classrooms -Higher order thinking (HOT) needs to be demonstrated within the vast majority of classrooms “The use of , “teacher high level questions to spark deep discussions is still a work in progress. Assessment (2.2) “Assessments do not yet present a clear portrait of student mastery and feedback is not always meaningful to students and teachers regarding next steps. In addition, adjustments made to teacher plans and during instruction do not always lead to student’s awareness regarding their next steps.
- Students in the majority of classrooms were not able to connect the lesson to the big idea and Enduring Understandings/ Essential Questions within the current unit of study

The data sources above point to the following needs:

- Crafting of Mastery Objectives and Enduring Understandings/Essential Questions as the big idea.
- Small group /differentiation: Guided Reading blocks with RTI/AIS support staff
- Questioning /Rubric for Self-adjustment Conversation Techniques and the necessary vocabulary/concepts to engage in conversation.
- Diagnostic assessments -Learning Progression studies to review calendars with an eye towards embedding goals and making the process visible to upper grades

Principal, Math Coach and teachers conducted an examination of math instruction at P.S. 340. The examination revealed that GoMath, the program in use, functioned well to support the acquisition of foundational skills but did not challenge students to think in a conceptual manner.

Summative and formative data from Go Math assessments was analyzed. We found that students were struggling in Number and Operations, more specifically fractions and Measurement and Data. In the lower grades, Measurement was found to be a high need topic for students.

In mathematics data points to the following needs:

- To augment GoMath in order to challenge students to think conceptually.
- To directly target fractions and measurement in grade 3-5 in smaller groups so as to address students' needs by using multisensory approaches, language objectives and dual language resources to assist.
- To address the school's deficits in measurement in the lower grades, the K-2 band will use Engage NY as the primary program supplemented with Go Math when appropriate.
- Ensure that all students (students with disabilities and English language learners) have access/entry points to the same rigorous curriculum.

Part 2 – Annual Goal

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

By June 2016 all teachers will be able to craft clear, rigorous, Common Core aligned Mastery Objectives, Enduring Understandings and Essential Questions for their ELA and Math calendar of units which will result in an increase of 5% on the 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) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>All teacher teams will engage in professional learning (during weekly grade planning sessions and PLC Mondays) that focuses on planning essential questions and enduring understandings/big ideas.</p>	<p>All Students with a particular focus on Students with disabilities, ELLs and the lowest 1/3</p>	<p>Teacher Team meetings September 2015- May 2016</p>	<p>All teachers Administration, Literacy and Math Coach, RTI Team, Model/Lead Teachers, ESL coordinator</p>
<p>Thought partners on each grade will attend writing professional development at Teachers College. Thought partners will turnkey learning to their constituents</p>	<p>All Students with a particular focus on Students with disabilities, ELLs and the lowest 1/3</p>	<p>September 2015– May 2016</p>	<p>2 teachers per grade, 1 classroom and one out of classroom</p>
<p>Teacher teams will analyze the gaps in GoMath and develop lessons that fill the gaps.</p>	<p>All Students with a particular focus on Students with disabilities, ELLs and the lowest 1/3</p>	<p>October 2015– May 2016</p>	<p>Grade level teams, Consultants Math Coach, and Administrators</p>
<p>Teacher teams will analyze student work using the learning progressions, rubrics so as to craft feedback and adjust lessons to meet the needs of all students.</p>	<p>All Students with a particular focus on disabilities, ELLs and the lowest 1/3</p>	<p>October 2015 – May 2016</p>	<p>Administrators, Coaches and Lead Teachers</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Human Resources : Teachers, Lead Teachers, Administration, Literacy Coach, Math Coach, ESL teacher, SPED Lead, Teachers College instructors</p>

Instructional Resources: Sample model Curricular units, F&P Assessments, Common Core writing tasks,

Scheduling : curriculum planning, common planning and feedback sessions for teachers, PD

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

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

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

1. Administration will review unit plans bi-weekly to assess planning with the use of Mastery Objectives, Essential Questions and big ideas
2. Administration will monitor deadlines and review curriculum calendars for revisions based on feedback from Coaches, Consultants and Administrators
3. Classroom observations will reflect levels of performance as measured by the Danielson Framework for Teaching Rubric (Domain 1)
4. Assessment results showing a 5% increase after administration (Baseline, Midline, End line) of the F& P Assessment , End unit writing task/diagnostic pre-and post-unit tests.

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

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

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

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

A review of our feedback from several sources, formal and informal observations conducted by in house Administrators and Coaches, review of the OORS reports and RTI behavior referrals, QR and PPO feedback, anecdotes and teacher feedback the following was determined:

- A need to address the habits and dispositions necessary for students to achieve success in the 21st century
- Teachers to develop a repertoire of strategies to address the social emotional needs of students exhibiting challenging behaviors, impulsivity and lack of self regulation skills
- Students needed descriptors to gauge their place in the continuum of learning
- There needs to be an increase of the metacognitive awareness in the classroom/how we learn best

It is our goal to have all stakeholders describe our school as a community of learners where all individuals have the opportunity to learn and to grow in a safe and nurturing environment; where academic and personal excellence is valued, expectations are high and where every child’s performance is assisted.

Part 2 – Annual Goal

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

By June 2016 75% of Teachers and Paraprofessionals will engage in awareness training as well as learn effective strategies for identifying and monitoring nonproductive social and emotional behaviors and provide strategies to modify behavior (i.e. de-escalation, conflict resolution, reaching compromise etc.) as evidenced by a decrease in RTI behavior referrals, OORS Reports and teacher feedback..

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>RTI Teachers and support personnel will lead bi-weekly meetings to create systems and structures to monitor and modify social emotional and academic behavior through the use of forms such as tracking sheets, review of incident reports. The RTI leader will visit classrooms to help implement effective behavior modification systems and help teachers develop plans.</p>	<p>All Students With a particular focus on Students with disabilities</p>	<p>September 2015-June 2016</p>	<p>Classroom Teachers, SPED Lead Teacher , RTI Teachers</p>
<p>ICT vertical common planning teams will meet bi-weekly to engage in a critical study of effective ICT team pedagogy and social emotional and academic behaviors. The team will watch videos such as the Power of 2 and read and share best practices.</p>	<p>ALL students in the ICT setting</p>	<p>September 2015-June 2016</p>	<p>All ICT teachers and Ed Assistants</p>
<p>Educational Assistants and Classroom teachers within the Self-contained classrooms will engage in by weekly training sessions with Ramapo trainers to develop strategies that will lead to the consistent creation of environments that support success by building relationships, designing clear expectation sand structures, adapting for individual needs and responding reflecting and repairing.</p>	<p>Self-contained teachers, ICT teaches and Ed Assistants who work in those settings</p>	<p>November 2015-June 2016</p>	<p>Teachers and Educational Assistants will participate in ongoing PD sessions,</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Human Resources : Teachers, RTI teachers, Lead Teachers, Administration, , , ESL teacher, SPED Lead, RTI teachers and, Ramapo trainers</p> <p>Instructional Resources: Responsive classroom, Ramapo tool kit, Swiss behavior forms,</p> <p>Scheduling : RTI meetings, common planning and feedback sessions for teachers, PD</p>
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>The social-emotional development of our students will be measured by:</p> <ul style="list-style-type: none"> • OORS data • Feedback surveys from RTI surveys and data gathered from teachers implementing RTI behavior strategies • Classroom observations based on criteria of practice for Domain 2 of the Danielson framework for Teaching • Review of the referral/discipline data on an ongoing basis at RTI behavior meetings attendance committee meetings and leadership team meetings to make necessary adjustments and outreach to parents. <p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

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

Reflections on the PLC cycles were and will continue to be collected at the end of each PLC cycle. Needs, growth, trends, and requests were assessed. After PLC Cycle #1 teachers requested to have cycles repeated to catch up with helpful things they had heard about but missed by being part of a different PLC. Another request was support around higher-order questioning and discussion techniques. These requests are being honored and are the basis for not changing initiatives but growing the ones we have.

Part 2 – Annual Goal

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

By June 2016 All 3-5 grade teachers will engage in collaborative PD sessions and grade team studies of effective questioning and discussion techniques/protocols through the tool of inter-visitations and grade meetings which will result in a 5 % increase in the ELA and Math Test scores and on end unit writing task rubric score

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <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. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
3 rd -5 th grade teachers will engage in lab sites and inter-visitation cycles to observe teacher discussion moves/protocols in action	All 3 rd -5 th grade students and teachers	November 2015-May 2016	On site Math and Literacy Coaches, Consultants and Administration

3 rd -5 th Teaches in collaboration with the Literacy Coach and Consultants will develop a discussion criteria rubric in order to monitor student discussions	All grade 3-5 teachers and students	December 2015-June 2016	On site Math and Literacy Coaches, Consultants and Administration
Teachers will analyze the data gathered from the discussion rubric and use it as a tool to provide actionable feedback to students to help them self-adjust and increase outcomes. Students will also be trained to self assess themselves using the rubric	All 3 rd -5 th grade students and teachers	January 2016 June 2016	On site Math and Literacy Coaches, Consultants and Administration

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Human Resources : Literacy and Math Coach, Outside Consultant teachers, , Lead Teachers Lab site teachers, Administration											
Instructional Resources: discussion criteria rubric, Engage NY discussion protocols, Kagan strategies for Cooperative learning.											
Scheduling : common planning and feedback sessions for teachers, PD, inter-visitation schedule											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
1. Administration will review data from discussion criteria rubric to identify trends and next steps
2. Classroom observations will reflect levels of performance as measured by the Danielson Framework for Teaching Rubric
3. Administration, teachers and Coaches will assess students work products at the end of the cycle to determine gains
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

A review of feedback from several sources including, The PPO, Quality Review and Teacher surveys and end of year 1:1 conversations with the Principal the following were determined as areas of strength and need.

Strengths:

QR indicator 3.4 “School leader consistently communicates high expectations to the entire staff and provides ongoing professional development.” QR indicator 4.2 “Teachers engage with school leaders on monthly learning walks that identify glows and grows for the school connected to the Quality Review Rubric, The Danielson Framework for Teaching and the Common Core Learning Standards.”

Needs:

QR 2.2. Assessment: “Assessments do not yet present a clear portrait of student mastery across the year and feedback is not always meaningful to students and teachers regarding next steps. In addition adjustments made to teacher plans and during instruction do not always lead to student’s awareness regarding their next steps.”

5.1 Monitor and revise-“set up systems and structures to assess learning and monitor and revise curricula and support plans based on data (F& P, end units assessments, pre-post diagnostics, formative data etc.)

Part 2 – Annual Goal

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

Throughout the 2015-2016 school year the Principal will set up structures that hold K-5 teachers accountable for monitoring student progress through the use of a data tracking Matrix and will provide teachers with push-in pull-out AIS support in order to increase students gains by reducing the teacher student ratio

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <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. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
RTI support teachers will push-in lower grade classes 2x a week and will monitor progress through monthly assessment and tracking student's reading progress through the F& P assessment tool	K-2 Students	October 2015-May 2016	RTI teachers, K-2 Classroom teachers
RTI teachers will lead a PLC on Oral language development and guided reading strategic moves for 6 Mondays starting in October	K-2 Teachers	October 2015-December 2015	RTI teachers, K-2 Classroom teachers
RTI teachers will lead grade team meetings on analyze running records and re-asses students on the F&P assessments when discrepancies are found	K-2 Teachers	January 2016-May 2016	RTI teachers, K-2 Classroom teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Human Resources : RTI teachers, Literacy Coach, Outside Consultant teachers, , Lab site teachers											
Instructional Resources: F& P Assessment tool, Miscue analysis resource, Marie Clay observation protocol documents											
Scheduling : common planning and feedback sessions, , PLC Monday schedule											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	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.
1. Administration will review student work protocol outcomes at the end of every cycle

2. Classroom observations will reflect levels of performance as measured by the Danielson Framework for Teaching Rubric

3. Assessment results showing a 5% increase after administration (Baseline, Midline, End line) of the F& P Assessment , End unit writing task/diagnostic pre-and post-unit test., mid-year evaluation of PLC work, continuing evaluation of teacher leadership endeavors.

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

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

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

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

Various sources of information guide us in forging strong family and community ties. We examine parent feedback from every engagement activity, the environment survey, conversations and surveys conducted by the parent Coordinator and information gathered during SLT and PTA meetings. Parents have expressed an interest in academic workshops and “fun” activities to be presented by classroom teachers. The PTA leaders have noticed that attendance is high at activities that engage parents and children learning together. Some of the particular topics of interest for parents are:

Data indicate that more than 30% of our families are in shelters and other temporary living situations. As a result, unique engagement and support programs are required and offered.

- Parenting classes led by Mental Health Association of New York (circle of security, parenting challenging children and empowerment group for Male parents and caregivers)
- Hands on practical strategies for assisting children with Math , ELA and the Content area
- Connections to local health care providers
- Assistance with navigating technology and other sources of communication
- Understanding the Individual Education Plan
- Workshops presented by Parent Coordinator and the Guidance Counselor to parents of students living in temporary housing related to life skills, study skills being a partner in the education process

Part 2 – Annual Goal

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

By June 2016 PS 340 will have strengthened communication with families in order to support them as partners in their children’s success as evidenced by a 10% increase in home/school communication, parental participation in school activities and the Learning Environment Survey.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>The school will offer parent workshops throughout the year to promote parental awareness on the following topics:</p> <ul style="list-style-type: none"> • Hands on practical strategies for assisting children with Math , ELA and the Content area • Connections to local health care providers • Common Core Learning Standards • Social Emotional Health • Parenting classes <p>Workshops will be delivered by teachers , the Parent Coordinator outside agencies and the Principal during the Tuesday Parent Engagement Time in addition to Saturdays, evenings and morning sessions</p>	<p>Parents/guardians of all students with attention to subgroups</p>	<p>October 2015-on going until June 2016</p>	<p>PC, Teachers, parent leaders and principal, guidance Counselor, outside agencies</p>
<p>The school will offer parental involvement programs to promote literacy development at home thus ensuring that teachers and parents work as partners in educating children .</p> <p>In order to provide parents with timely information the following mechanisms to communicate information will be used: curriculum meetings, workshops, parent bulletin boards, access to student data through school net parent link. parent calendar, parent Newsletter, flyers and a new messenger electronic system that send emails and text messages to remind parents of upcoming events.</p>	<p>Parents/guardians of all students with attention to subgroups</p>	<p>10/15-on going until June 2016</p>	<p>PC, Teachers, parent leaders and Principal, Guidance Counselor, outside agencies</p>

Parents will be invited to participate during publishing parties and celebrations at the end of each writing unit.	Parents, students, teachers, siblings	10/15-on going until June 2016	Teachers and Parents PK-5
Opportunities for parents to volunteer at school and other agencies will be offered	Parents and agency partners.	10/15-on going until June 2016	All Parents

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Human Resources : Parent Coordinator, SBO’s, teacher presenters, Community Agency staff,											
Instructional Resources: hands on manipulatives, hand-outs and giveaways for incentives											
Scheduling : Tuesday Parent Engagement time, Saturday am, morning and evening workshops											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21st Century Grant		SIG/SIF	X	PTA Funded		In Kind	X	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.											
Data concerning community and family ties will be examined using the following data sources:											
1. PA Mid-year report,											
2. Parent Midyear Survey											
3. Data for each initiative/workshop will be examined at the close of that initiative/workshop in order to make necessary revisions to content and delivery methods											
4. PA/ PC End Year Report											
5. Celebration of Students Progress May Parent Survey											
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Writing samples, Reading levels, conferences, benchmark assessments, analysis of student work, State test scores	Accelerated Intervention/Reading Recovery Guided Reading Tier One Book Clubs Small Group Writing Consultant Groups	Small groups: one to one instruction Small group targeted skill instruction Small Groups	School Day/Before and After School
Mathematics	Formal/informal assessments conferences, State test scores, progress reports	Small Group Targeted skill instruction	Small groups	School Day/ Before and After school
Science	informal and/or formal assessment, progress reports	Science cluster teachers provide extra science instruction for lower and upper grade as needed	Push-in and pull-out groups	During the day
Social Studies	informal and/or formal assessment, progress reports		Push-in and pull-out groups	During the day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Attendance issues; informal and formal recommendations; parental request; crisis management	Guidance Counselor provides group and individual counseling sessions throughout the day. In addition, she runs an advisory group/ Student Council group. Social Worker provides individual and group counseling to mandated and At-risk students. The Student	Push-in and pull-out groups	During the day

		Intervention Team meets bi-weekly to address student referrals and create an action plan for students as needed.		
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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.
Collaboration with local colleges such as Manhattan College and Lehman College allows us to recruit student teachers after they have completed their in-service training at PS 340 and have met their NY State Certification Requirements. In addition to this, we have a rigorous interview process that all candidates must satisfy which includes: the commitment to participating in PS 340 professional development, on-site professional communities of practice and a strong commitment to participating and contributing to the betterment of the community at large. As evident by our BEDS report, 100% of our teachers are highly qualified and we have had 92% teacher retention rate over the past 15 years.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
The entire staff at PS 340 has received professional development on CCLS. Topics addressed were the ELA and Math shifts, the CCLS expectations, the Danielson Framework for Teaching, engage NY resources the ELA-ReadyGen and GoMath curriculum. Staff is involved in Monday PLC's on the following topics: Social Emotional Learning, Differentiation in ELA, Differentiation in Math, Rubrics for student self-assessment, Mastering objectives, and higher order questioning and discussion techniques, development and planning sessions around the implementation of the literacy curriculum including close reading, etc. Educational Assistants have been included in Monday PLC's centered on Social emotional learning, effective communication techniques/communication skills and behavior modifications .

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

Our current Pre-K children have an opportunity to visit the Kindergarten classes in June in order to observe and become familiar with the routines of the classroom. Parents are invited to a Kindergarten orientation where they receive materials and resources outlining current expectations of the new Kindergarten curricula. In addition, parents are provided resources to help prepare the children for September. The ESL coordinator assesses Pre-k students entering Kindergarten over the summer to assess their language needs and in order to forge a relationship with incoming parents.

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.

Over the summer members of the staff were selected by the UFT chapter chairperson and the principal to join the Measures of Student Learning Team. Team members decided on local and state measure of assessment for grades K-5. Once the team came to consensus the larger school community were consulted and a final decision was made the default measure for local measure and for the state measure we chose the ELA & Math Performance Assessments. Grade meetings were held to discuss how to administer the assessments and to discuss materials needed for implementation. In addition, PDC committee was formed to get feedback from staff on the effectiveness of the current year PD and get feedback for future PD topics staff would like to engage. PD is will continue to be provided to teachers on how to access test data (i.e. item skills analysis reports that will assist teaches in planning strategic differentiated instructional groups as well as assist them in embedding necessary skills an concepts into their instructional units as deemed necessary).

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section
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		Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	511,014.00	X	Section 6 /Section7
Title II, Part A	Federal	133,738.00	X	Section 5
Title III, Part A	Federal	18,624.00	X	Section 5
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,821,670.00	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 Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school’s policy.

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

Parent Involvement Policy of P.S. 340

To offer a flexible number of meetings at various times, and if necessary, and if funds are available, to provide transportation, child care, home visits or other alternate forms of communication for those parents who cannot attend a regular school meeting.

To actively involve parents in planning, reviewing and improving the Title I programs and the parental involvement policy.

To provide parents with timely information about programs via meetings (i.e. annual Title I School Wide Programs meeting(s), curriculum meetings, etc.)

- workshops (monthly or bimonthly)
- brochures
- parent bulletin board
- parent calendar
- flyers

To recruit, support and involve parents in school wide planning and decision making process, e.g.

- School Leadership Team
- Parent Involvement Subcommittee

To encourage and actively involve parents in planning, reviewing and improving:

- Title I School Wide Program
- School Parent Compact
- School Parental Involvement Policy
- School Comprehensive Educational Plan
- Create a welcoming environment for parents to promote parent participation, i.e.

- family room
- parent lending library
- parent or staff translators at meetings
- childcare by volunteer parents
- access to staff via telephone and appointments

To provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information.

To provide high quality curriculum and instruction.

To provide open communication between parents and staff through parent-teacher conferences, open houses and written communication

To provide on-going learning opportunities for parents and families:

- Workshops related to curriculum, student achievement, CCLS Standards etc.
- Academic performance, promotion standards, etc.

- Math Evening/workshop(s)
- Literacy Evening
- ESL Meetings, etc.

To create a safe and supportive learning environment with well-planned instruction and materials which appropriately challenge students.

To provide extensive professional development in order to promote high quality curriculum and instruction.

ESCUELA PUBLICA 340 – COMPACTO DE PADRES

La escuela y los padres están trabajando en conjunto para proveer una educación exitosa para sus hijos

I. ACUERDO DE LA ESCUELA

- **OFRECER** un número flexible de reuniones en diferentes tiempos, y si es necesario y los fondos están disponibles, proveer transportación, cuidado infantil o visitas a las casas para aquellos padres que se les he imposible asistir a las reuniones regulares de la escuela.
- **ENVOLVER** activamente a los padres en planificaciones, exanimaciones y progresos en el programa llamado Título I (Title I), y en la póliza de compromiso paternal/maternal.
- **PROVEER** a los padres con informaciones al día sobre todos los programas.
- **PROVEER** representación en contorno, el resultado de la evaluación individual de cada estudiante, y para aquellos individuos pertinentes proveer información educacional del distrito de la escuela.
- **PROVEER** alta calidad de currículo e instrucciones.
- **TRATAR** con los asuntos de comunicación entre los profesores y los padres a través de:
 - Conferencias de padres y profesores al menos una vez al año.
 - Reportes frecuentes a los padres sobre el progreso de sus hijos.
 - Oportunidad de participación voluntaria en las clases de sus hijos.
 - Observación de las actividades del salón de clases.
- **ASEGURARSE** que los padres participen en actividades de desarrollo profesional se la escuela determina que éste es apropiado. Como por ejemplo:
 - Clases de alfabetización
 - Talleres de estrategias de lectura.

II. ACUERDO DE LOS PADRES / TUTORES

- **FORMAR** parte del desarrollo, implementos, evaluación y reviso de la póliza que implica a la escuela y los padres.

- **PARTICIPAR** o solicitar entrenamientos en asistencias técnicas ofrecidos por la autoridad local educacional o la escuela, do como criar y enseñar a sus hijos.
 - **TRABAJAR** con sus hijos en los trabajos de la escuela; leerles de 15 a 20 minutos diario a los estudiantes que pertenecen a los grados Jardín Infantil y primero; y escuchar a los estudiantes de 2 y 3 leer de 15 a 30 minutos diario.
 - **CONTROLAR** a sus hijos:
 - asistencia a la escuela
 - asignaciones
 - mirar televisión por mucho tiempo
 - **COMPARTIR** las responsabilidades para mejorar el éxito del estudiante.
- I. **MANTENER** comunicación con los profesores de sus hijos con respecto a sus necesidades educacionales

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **PS 340**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **PS 340** will support parents and families of Title I students by:

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

School-Parent Compact (SPC) Template

PS 340 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.

II. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;

- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

III. Parent/Guardian Responsibilities:

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

IV. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;

- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

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

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

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

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

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

Part A: School Information	
Name of School: <u>P.S. 340</u>	DBN: <u>10X340</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>75</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>4</u>
of certified ESL/Bilingual teachers: <u>4</u>
of content area teachers: _____

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Saturday Program/After School Program- The Title III allocation will be used to implement a Saturday Program and an After School Program for English Language Learners at P.S. 340. Instruction in the Title III program will be conducted in English, with native language support, as needed. In addition to our current ELLS, former ELLs who tested out on the NYSESLAT (in the past two years) will be invited, since they still need support with their academic English and with content area achievement.

Program & Grade	# of Students Served	Time
Saturday Academy	3rd, 4th, 5th 30	9am-11am Saturdays (October to March)
After School Program I	3rd, 4th, 5th 30	2:35pm-3:35 pm Thurs. & Fri. (Jan. to March)
After School Program II	1st, 2nd 30	2:35pm-3:35 pm Thurs. & Fri. (April to May)

Saturday Title III Instructional Program- The instructional program that will be offered during the Saturday Program will be on testing strategies. We will use Measuring Up to the Common Core booklets to supplement our core curricula in math and ELA. We will target the bottom third in math and language arts, as well use the NYSESLAT data to provide appropriate scaffolds in the four different modalities. Our Bilingual/ESL certified teachers will use a variety of ESL methodologies to support student learning. Some of the strategies they will use are collaborative strategies to maximize the use of language, use of graphic organizers, metacognitive strategies, and vocabulary instruction geared to ELLs. For example, we will use Kate Kinsella's work or Margarita Calderon to provide the vocabulary instruction. In addition, we will determine appropriate scaffolds for making content comprehensible to our ELLs. This program will be provided Saturdays from 9-11am and will be offered from October to March. Approximately 30 students, mostly grades 3, 4, and 5 will be serviced through this program in 3 separate classrooms. Three ESL/Bilingual certified teachers will provide direct instruction in English to our English Language Learners.

After School Title III Instructional Program- In addition to the Saturday Program, an after school program will be implemented using science as a vehicle for English Language development. We will have two cycles. The first cycle will be with third, fourth, and fifth graders. In addition, we will offer a second cycle to serve first and second graders. We will collaborate in order to plan Common Core aligned instruction for English Language Learners. We will also use data to drive instruction that addresses the needs of our students. For example, according to the 2014 NYSESLAT data, students in the 3rd grade need support especially in the speaking and writing modalities. In third grade, we will design hands-on science lessons to promote speaking and writing. We will use FOSS Kits and adapt lessons to promote language use. We are planning to design lessons that address the modalities the students need according to the NYSESLAT 2014 data and the AMAO Tool. We will use these tools to provide support to students who show the greatest risk. In addition, we will use teaching strategies like the Language Experience Approach to promote language use, especially in prior mentioned modalities. In our after school program, we also will support students by using resources that will help students to integrate all language modalities like National Geographic Windows on Literacy concept books and Rigby Leveled books to support students at their independent reading levels and their Zone

Part B: Direct Instruction Supplemental Program Information

of Proximal Development with appropriate teacher support. These two instructional cycles will help students meet the academic demands for their grade.

Part C: Professional Development

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

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

Begin description here: Our six bilingual/ESL certified teachers will work with our Literacy Coach, who is also Bilingual Certified, in a series of workshops to identify, model, and discuss instructional techniques that benefit English Language Learners in order to create or adapt lessons that differentiate for English Language Learners. The goal is always to provide rigorous instruction coupled with scaffolds necessary to have ELL students achieve at high levels. Professional texts being used for the workshops are as follows, Literacy Instruction for English Language Learners by Nancy Cloud and 99 Ideas and Activities for Teaching English Language Learners with the Sheltered Instruction Observation Protocol Model by Vogt and Echevarria. Emphasis will be placed on cognitively comprehensible instruction for children who are acquiring proficiency in English during our Saturday Academy and our two After School Programs.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: According to a survey we conducted, parents are interested in receiving ESL classes, learning how to do arts and crafts with their children, and receiving support to help their children at home. First, we do not need to provide ESL instruction to parents with Title III money because our parent coordinator is already planning to provide that service with other funds. A series of five workshops will be provided for parents of ELLs from November 2014 to March 2015. These workshops will be provided by an ESL/Bilingual Certified teacher to help parents support their children at home with homework, understanding the Common Core demands, and using resources around our community in order to help our students excel academically. In addition, since the survey also communicated that parents wanted activities related to the arts(arts and craft and dance), Marquis Studios will provide a series of three workshops to help parents experience different art activities to enjoy and share with their family, specially our students. We will continue to use the parents' feedback in order to plan content at a time that is pertinent so that more parents of English Language Learners get involved in our school.

Part E: Budget

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

Allocation Amount: \$0

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

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

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

District 10	Borough Bronx	School Number 340
School Name P.S. 340		

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 Alexei Nichols	Assistant Principal N/A
Coach Emma Baez	Coach
ENL (English as a New Language)/Bilingual Teacher Ana Henriquez	School Counselor
Teacher/Subject Area Lourdes Rendon	Parent
Teacher/Subject Area	Parent Coordinator Maria Acosta
Related-Service Provider Lynn Miller	Borough Field Support Center Staff Member type here
Superintendent type here	Other (Name and Title)

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	2	Number of teachers who hold both content area/common branch and TESOL certification	5
Number of certified bilingual teachers currently teaching in a bilingual program	4	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	1
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	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]	5	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	649	Total number of ELLs	143	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program (DL)	Yes <input checked="" type="checkbox"/>	No <input 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	1	1	1											0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	143	Newcomers (ELLs receiving service 0-3 years)	141	ELL Students with Disabilities	14
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	2	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	66									0
DL				2						0
ENL	75									0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 4

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE Spanish	20	22	24											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	26	28	28	25	10	8								0
Chinese		1												0
Russian														0
Bengali														0
Urdu														0
Arabic		2				1								0
Haitian			1											0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1	2		1										0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	11	5	2	3	4	5								0
Emerging (Low Intermediate)	5	14	2	1	1	0								0
Transitioning (High Intermediate)	12	5	11	3	1	0								0
Expanding (Advanced)	8	16	16	21	7	8								0
Commanding (Proficient)	0	0	1	5	4	8								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	0	1	8	14	12								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	4	14	2	0	0
4	3	13	8	0	0
5	1	16	1	0	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	7	1	5	1	1				0
4	3	0	12	1	5				0
5	1	1	18	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	1	6	0	8	0	0	0	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)	0	0	0	0	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.

1. Several assessment tools are used to assess the early literacy skills of our ELLs. We use some parts of the ECLAS-2, Fountas and Pinnell in English, the MOSL and Fountas and Pinnell 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. In addition, we are also using Estrellita's word study program. Estrellita is a popular supplemental, phonics-based, accelerated beginning Spanish reading program for bilingual classrooms. We are using it fully primarily in kinder and as an RTI resource in first and second grade.

Our school uses some components of the ECLAS and ELSOL, Fountas and Pinnell to assess the ELLs' literacy development in English and Spanish. We use the ECLAS, ELSOL to measure the ELLs' letter identification, phonemic awareness and word recognition. The ELLs in the ESL program are administered the ECLAS to assess their early literacy skills. The ELLs in our transitional bilingual program are assessed using either the EL SOL or ECLAS depending on the language of literacy instruction. The Fountas and Pinnell are used to assess the ELLs' reading behaviors in English and Spanish.

The ELLs in Kindergarten are assessed mid-year using the ECLAS and/or ELSOL (the part about Concepts about Print) to determine whether or not they are learning letters and corresponding sounds. Towards the end of the school year, they are again assessed using the ECLAS, ELSOL, and Fountas and Pinnell in English and Spanish. The ELLs in first grade are assessed using Fountas and Pinnell in English and Spanish three times a year. Some of them might be assessed more often if they are struggling with learning to read. It is expected that students leaving the first grade achieve at least an instructional Fountas and Pinnell level J to be considered on grade level.

The ELLs in second and third grades are assessed using the Fountas and Pinnell three times a year. Some of them might be assessed using ELSOL only if they are new entrants. All the other ELLs entering our school are assessed using Fountas and Pinnell 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 Fountas and Pinnell. In English, their reading levels will vary depending on their time of entering into the TBE or ESL program. We also take in consideration the students' comprehension (literal versus beyond literal) and

then supporting students by providing a lot of opportunities for accountable talk.

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. Furthermore, many of the entering ELLs in first grade are at the intermediate literacy level in the NYSESLAT. Most ELLs enter first grade with letter recognition and phonemic awareness. They also enter with early reading behaviors such as one to one matching, directionality and the ability to use pictures to make predictions. In second grade the ELLs in the TBE program have been meeting AMAO 1. We, as a school, need to use these results to guide individual as well as group instruction, especially in our Core Instruction (Tier I). The administration is looking closely at this issue and sent several teachers to the OELL RTI training and they already decided on four more Bilingual and ESL teachers to go in a more intensive training to address this issue and turn key to the whole staff.

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. Take the second grade bilingual class as an example. In the second grade bilingual class, several formative and summative assessments are used to get a clear picture of where the ELLs are in terms of their native language reading proficiency so that relevant data can be used to drive the instruction to further promote their reading proficiency. In addition to that, the current teachers' observations and previous teachers' feedback inform decisions for lesson planning to address a concept, a strategy or a skill to the whole class as well as partnership work, seating placements, small group instruction and individual conferences. For example, the Fountas and Pinnel levels in Spanish are used to form groups in guided reading to help students to be fluent readers in their native language. As soon as these ELLs become fluent readers (Fountas and Pinnell level J) in their native language, guided reading in English with that group can be conducted so that they can transfer what they know about reading to the English language. Vocabulary and grammar are constantly instructed through the use of the ESL methodologies to help them to continue to grow as readers of the second language and to transfer what they already know to the second language.

Data on the ELLs' literacy skills constantly emerge and serve as guides to determine reading groups in appropriate languages in the second grade bilingual class. Currently, the second grade bilingual class has five guided reading groups. The bilingual classroom teacher uses data to plan instruction, support students in small groups and change student groups as they advance to the next reading level. As of now there are two groups that are reading at grade level in the native language and transferring what they know in a guided reading group in English facilitated by the teacher. There is also another teacher who is providing RTI (Tier II instruction) to one of the groups. The reading groups are formed with the help of standardized and daily classroom observations.

In addition to guided reading, data guide the seating arrangement during English shared reading in the second grade bilingual class as well as the social studies curriculum. In the past several years, the teachers in the bilingual program are using a curriculum developed closely with Dr. Nancy Cloud from Rhode Island College to differentiate instruction according to stages of language acquisition. We are aligning our instruction to Common Core Learning Standards. Shared reading is also used to help ELLs as a whole class to develop literacy strategies and skills in English. The seating arrangement during shared reading is critical because the ELLs discuss texts and practice reading strategies as partners. The bilingual teacher is also informed by data as to when and where to intervene to support the readers of the second language.

Lastly, based on the assessment data that show the higher speaking and listening proficiency levels than the reading and writing proficiency levels in their native language, the second grade bilingual teacher has decided to provide more support to strengthen their oral language to facilitate their reading and writing skills in the social studies curriculum, which has been created by the Bilingual Team at our school to support English Language Learners.

2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
Students improved in the Speaking modality of the NYSESLAT. In the Spring of 2015, 74% of the students met the minimum requirements to pass that modality. We now we need to concentrate in reading, since only 46% of our ELLs met the minimum requirement to pass that modality. Looking at the data, we also have to support students in the kindergarten and third grade since when compared with the percentatge of students making progress less than 55% of the students made progress in the NYSESLAT compared to students in all other grade where 72% of the students made progress. In addition, we have to support ELLs so that more students can pass the NYSESLAT.
3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))
Our principal, coaches, and teachers use this tool to analyze data as well as to find trends so that we can differentiate instruction and provide appropriate support for all ELLs. Teachers are trained on looking and filtering their students' data on the tool. This tool is also used to group students for RTI services, as well as supplementary academic services.

As soon as we get, the data from this year's NYSESLAT we will analyze what the data reveals and look for trends so that we can provide appropriate support.

4. For each program, answer the following:

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

We are learning about our kids and how they behave as test takers and how they answer questions according to NYS Language Progressions. As for the role of the native language, there are variations in the TBE and ESL programs. In a TBE program, the native language is an integral part of instruction. 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. In our kindergarten transitional bilingual class, the ratio of native language and English instruction depends on the students' language proficiency levels and the new mandates as per CR Part 154.2. As ELLs' proficiency levels in English progress in grade one, a higher percentage of English use is applied in instruction. For example, the beginning ELLs are instructed in their native language for 60% of the day, the intermediate ELLs, 50%, and advanced ELLs, 25%. In other words, the beginning ELLs receive 40% of instruction in English per day, the intermediate ELLs, 50%, and the advanced ELLs, 75%.

In our second grade transitional bilingual class, a higher percentage of English is used in instruction since our second grade ELLs become more proficient in English. The guidelines are similar to what is discussed in the previous paragraph.

In the ESL program, the native language is more of a support role. Whenever the use of the native language facilitates learning, it is used through a Spanish dictionary and peer interaction as well as literature in the native language depending on the student levels of language acquisition. One example of native language use in the ESL program is providing new arrivals (0-6 months in our school system) with literature in their native language so they can use their native language to understand and apply the strategies their class is learning in the language they are most proficient in. Another example is the use of technology that support students in their native language like Imagine Learning, while learning English.

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 core instruction and to make sure that our students have quality opportunities to learn and that they are thriving academically. In Tier 1 or Core Instruction, the school provides staff development like bringing Nancy Cloud to support teachers in the delivering of effective instructional practices for English Language Learners. Moreover, this summer, three of our teacher attended the DELL RTI professional development resources. Now in the fall, our principal is sending at least three more teachers to professional development provided by the Department of ELLs to strengthen Core Instruction. These teachers are going to be trained and then they will turn key to the rest of the school.

If a student or group of students is having difficulty, we either provide additional support for the teacher Core Instruction with new research-based ideas to improve the delivery of effective instruction or we provide Tier 2 or Tier 3 intervention depending on the number of students showing difficulty by analyzing the data. We also look at other factors to be addressed like family dynamics, motivation, or health issues to provide appropriate support. Paste response to question here:

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

We analyze informal and formal assessment data in order to determine ELL progress in different content areas as it pertains to English proficiency. Furthermore, we use the NYSESLAT data to make instructional decisions. In our transitional bilingual program, students at the beginning levels of language acquisition according to the NYSESLAT receive 60% of their instruction in Spanish and 40% in English. Literacy development is primarily in the language of dominance, in this case Spanish. The ENL component is done primarily through the content areas using a differentiated curriculum by language proficiencies. This curriculum was developed the bilingual teachers at our school with Nancy Cloud's support in order to address English Language Development. As the students' language proficiency increases, more instruction is provided in the second language in addition to the ENL component in the content areas. As a result, intermediate students in the bilingual transitional education program receive around 51% of their instruction in English and 49% in Spanish. Advance students get 60% in English and 40% in Spanish to a 70% English and 30% in Spanish depending on their strengths and literacy levels by the end of the school year. Most of our students read at grade level in Spanish when they get to second grade. Thus, we consider this as well as their second language development and provide more components of our balance literacy instruction in English in addition to the content area instruction we provide using ESL methodology.

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?

At this time, we do not offer a Dual Language program.

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

We make sure we are using formal and informal assessments throughout the year. At the beginning of the year, we look carefully at result of the NYS performance assessments like the ELA, Math, and NYSESLAT. We use the results to provide us, teachers and administrators, detailed information to plan instruction, staff development, as well as academic intervention instruction and RTI. In addition to NYS and NYC formal assessments, we assess our students regularly using Fountas and Pinnell and instructional unit assessments aligned with our curriculum in our 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.

In order to identify English Language Learners in our school, we follow the following steps. During the months of June, July, August and September (and during the entire year), licensed ESL teachers work with the pupil accounting secretary during the registration process to complete the intake of potential English language learners. These teachers are fully certified by the state of New York as teachers of English to speakers of other languages. Parents of potential ELLs are welcomed into the school by the parent coordinator and the ENL teacher. The ENL staff sits with the pupil accounting secretary during registration in the first week of school 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 ENL/bilingual coordinator and other ENL teachers read 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 the families. When necessary, the ENL/bilingual coordinator uses the translation and interpretation hotline to communicate with the parents. The child is also interviewed in English and in their native language (when possible) to determine their status as a potential English language learner. All HLIS are kept in the students' CUM Folders. If it is determined that the student home language is English the process ends. On the other hand, if it is determined the child has a home language other than English, then another process begins. Immediately after, eligible students are administered the NYSITELL. The tests are scanned into ATS and the results are kept on file digitally on the ENL/bilingual coordinator’s computer and a hard copy is kept on file in the “Services for Pupils with Limited English Proficiency” binder in the ENL/bilingual coordinator’s office. The Spanish LAB is administered when a student whose home language is Spanish receives a raw score below proficiency. 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.

We also follow the steps aligned in the CR Part 154 that refers to NYSITELL eligibility for students entering school with IEPs (from within the United States) must be based on the determination of the Language Proficiency Team (LPT). The LPT is minimally comprised of a school/district administrator, a certified teacher or related service provider with a bilingual extension and/or a teacher of English to speakers of other languages, the director of special education or individual in a comparable title (or his or her designee), and the student’s parent or guardian.

A qualified interpreter or translator of the language or mode of communication the parent or guardian best understands, must be present at each meeting of the LPT. These procedures must be used for initial entry into DOE schools or reentry after 2 . The LPT determines whether the student should take the NYSITELL. The LPT should consider evidence of the student’s English language development, including, but not limited to the following:

- The result of Step 1 (see above)
- The student’s history of language use in the school and home or community
- The results of the individual evaluation of the student conducted in accordance with procedures in CR Part 200.4(b)(6), which includes assessments administered in the student’s home language
- Information provided by the Committee on Special Education (CSE) as to whether the student’s disability is the determinant factor affecting whether the student can demonstrate proficiency in English

Based on the evidence, the LPT must make a determination as to whether the student may have second language acquisition needs or whether the student’s disability is the determinant factor affecting whether the student can demonstrate proficiency in English

- If the LPT determines that the student may have English language acquisition needs, the student must take the NYSITELL
- If the LPT determines that the student does not have English language acquisition needs and should not take the NYSITELL, the recommendation is sent to the principal for review

- The principal must accept or reject this recommendation: If the principal rejects the recommendation of the LPT to not administer the NYSITELL, the NYSITELL is immediately administered to the student or If the principal accepts the recommendation not to administer the NYSITELL, the recommendation is sent to the superintendent or the superintendent’s designee for a final decision. Additionally, the parent or guardian must be notified within 3 school days of the decision in the parent’s/guardian’s preferred language.

The final decision is made by the superintendent or superintendent’s designee. The superintendent or designee has 10 school days to accept or reject the LPT’s recommendation. If the superintendent determines that the student must take the NYSITELL, the school has 5 additional school calendar days to administer the NYSITELL (if necessary) and to notify the parent or guardian. The form titled

Language Proficiency Team NYSITELL Determination Form must be completed and placed in the student's cumulative folder.

At the time of registration, once a child is determined to be an ELL, parents are offered the option of attending on going parent orientation sessions, offered within the first 10 school days of the year or watching 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 one of the classrooms. 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 ENL teacher 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 ENL teacher 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 ENL teacher any questions about the programs available throughout the city. Then, the ENL teacher 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 dual language program, the ENL/bilingual coordinator works with the network and parents to find a nearby school that offers the program of their choice.

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 conducted in English and Spanish. For those parents who speak a language other than English or Spanish, the ENL teacher 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 ENL 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 ENL 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 ENL/bilingual coordinator's office.

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 ENL/bilingual coordinator if a language other than English is spoken at home. Then, the ENL teacher comes to the main office to welcome the new family to the school. The ENL teacher conducts an informal interview with the parents, reviews the choices on the home language survey and makes changes if necessary. 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 ENL teacher has a conference with the parents to decide on the most effective placement and to complete the necessary paperwork. Parents complete the survey and the program selection form. The parent has the final say in the choice of their child's program. If the ENL teacher is not available or out of the building, one of the other teachers in the school who is licensed and trained in the process is called to guide the parent through the selection of a program for their child.

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).

We have 30 school days from initial enrollment to make an initial SIFE determination, but we like to do it as soon as possible in order to provide support as soon as possible. Determining SIFE status begins as soon as the Home Language Identification Survey is completed and when the parent is asked to indicate prior schooling. If there are indications within the ELL Identification Process that a student has had an interruption or inconsistency in their formal schooling, we then proceed with the SIFE Identification Process to determine if the student is a SIFE student or not. If the student is newly identified ELLs, and in grades 3 to 9, and at the beginner/entering or low Intermediate/emerging level of proficiency as indicated by the NYSITELL results then we administer the oral interview questionnaire available in the NYCDOE Website. Then one of the ENL teacher, needs to administer the LENS (Literacy Evaluation for Newcomers SIFE). We then indicate the initial SIFE status in the BNCD screen in ATS.

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).

We follow the steps aligned in the CR Part 154 that refers to NYSITELL eligibility for students entering school with IEPs (from within the United States) must be based on the determination of the Language Proficiency Team (LPT). The LPT is minimally comprised of a school/district administrator, a certified teacher or related service provider with a bilingual extension and/or a teacher of English to speakers of other languages, the director of special education or individual in a comparable title (or his or her designee), and the student's parent or guardian.

A qualified interpreter or translator of the language or mode of communication the parent or guardian best understands, must be present at each meeting of the LPT. These procedures must be used for initial entry into DOE schools or reentry after 2 . The LPT determines whether the student should take the NYSITELL. The LPT should consider evidence of the student's English language development, including, but not limited to the following:

- The result of Step 1 (see above)
- The student's history of language use in the school and home or community
- The results of the individual evaluation of the student conducted in accordance with procedures in CR Part 200.4(b)(6), which includes assessments administered in the student's home language
- Information provided by the Committee on Special Education (CSE) as to whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English

Based on the evidence, the LPT must make a determination as to whether the student may have second language acquisition needs or whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English

- If the LPT determines that the student may have English language acquisition needs, the student must take the NYSITELL
- If the LPT determines that the student does not have English language acquisition needs and should not take the NYSITELL, the recommendation is sent to the principal for review

- The principal must accept or reject this recommendation: If the principal rejects the recommendation of the LPT to not administer the NYSITELL, the NYSITELL is immediately administered to the student or If the principal accepts the recommendation not to administer the NYSITELL, the recommendation is sent to the superintendent or the superintendent's designee for a final decision. Additionally, the parent or guardian must be notified within 3 school days of the decision in the parent's/guardian's preferred language.

The final decision is made by the superintendent or superintendent's designee. The superintendent or designee has 10 school days to accept or reject the LPT's recommendation. If the superintendent determines that the student must take the NYSITELL, the school has 5 additional school calendar days to administer the NYSITELL (if necessary) and to notify the parent or guardian. The form titled Language Proficiency Team NYSITELL Determination Form must be completed and placed in the student's cumulative folder.

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.

To ensure that all Program Selection Forms are returned, our school has numerous steps in place. Whenever the Program Selection Forms for continuing entitled students are not returned, the ESL teacher reminds these students to ask their parents to return the signed continuation forms. After two reminders, the parent coordinator places phone calls to the parents who have not returned the continuation forms. As for the parents of newly enrolled and identified ELLs, ELL orientation meetings are scheduled for them at different times. At the meetings, the Program Selection Forms are filled out after these parents are provided with the essential information regarding the three program models available in the New York City public school system. The parent coordinator makes phone calls to other parents to invite them to meetings at a convenient time to them. In cases where parents cannot be reached, certified mail is sent to them to notify them of the date and time of a new meeting. Every effort is made to reach out to parents of ELLs to inform them of the educational programs available to their children. To ensure that all Program Selection Forms are returned, our school has numerous steps in place. Whenever the Program Selection Forms for continuing entitled students are not returned, the ESL teacher reminds these students to ask their parents to return the signed continuation forms. After two reminders, the parent coordinator places phone calls to the parents who have not returned the continuation forms. As for the parents of newly enrolled and identified ELLs, ELL orientation meetings are scheduled for them at different times. At the meetings, the Program Selection Forms are filled out after these parents are provided with the essential information regarding the three program models available in the New York City public school system. The parent coordinator makes phone calls to other parents to invite them to meetings at a convenient time to them. In cases where parents cannot be reached, certified mail is sent to them to notify them of the date and time of a new meeting. Every effort is made to reach out to parents of ELLs to inform them of the educational programs available to their children.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

During the orientation meeting, all parents are going to be informed that a student who has undergone the ELL Identification Process (as the result of first time entry or reentry) may go through the ELL Re- identification Process. In addition, parents will get a description of the process in writing. The Re-identification Process allows schools, parents, and students who believe a student may have been misidentified as an ELL or non-ELL to request (within 45 school days of enrollment only) that the ELL Identification Process be administered a second time.

Our school will initiate a review of the ELL status determination upon receipt of a written request from any of the following: A student's parent or guardian, or A student's teacher (if the teacher's request includes written consent from the parent or guardian), or A student of 18 years of age or older.

This Re-identification Process must be completed within 10 school calendar days of receipt of written notice; however, if the CSE must

be consulted, the process must be completed within 20 school calendar days.

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.

Our school sends an invitation to parents of newly admitted students as soon as the students are identified as entitled to the Bilingual/ENL services. Sometimes, the ELL parent orientation is held immediately after the new admit has been identified as an ELL by the answers in the HLIS (Home Language Identification Survey). In addition, the ELL parent orientation meeting is held several times at the beginning of the school year and at the times when new admits are identified as ELLs. Parents who are unable to attend the first meeting will be invited to another meeting at a more convenient time. The parent coordinator makes phone calls to parents who have not attended the orientation meetings scheduled at different times. Every effort is made to accommodate these parents' schedules.

At the meetings, the ESL teacher explains the three programs to the parents. Parents have opportunities to ask questions about educational programs and services available for their children. Parents are also provided with a brochure "A Guide for Parents: Transitional Bilingual Education Programs, Dual Language Programs, and English as a Second Language Programs." In addition, they view an Orientation Video for Parents of English Language Learners. The brochures and videos are available in different languages such as Bengali, Urdu, 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 it is possible.

Parents of the students who need continued services in the Bilingual/ESL programs are sent a Parent Choice Continuation Letter once a year to inform them of the services available for their children.

Students who speak Spanish at home and score below proficiency on the NYSITELL are administered a Spanish LAB to determine language dominance. Schools are required by law to notify parents of their child's eligibility for services (Appendix C, E, G and H) and provide information and service options (Appendix D). Also, schools must inform parents of their child's placement (Appendix F). Providing parents with notifications and information, and maintaining a dialogue with them

The NYSITELL is given to all students who qualify based on the Home Language Identification Survey. If the child is eligible for bilingual or ENL services, the ENL Coordinator will show the parent the Orientation Video for Parents of English Language Learners that describes the program options (Transitional bilingual program or free-standing ENL). Then, the parents will select their program preferences. Paste response to question here: Our school sends an invitation to parents of newly admitted students as soon as the students are identified as entitled to the Bilingual/ENL services. The ELL parent orientation meeting is held several times at the beginning of the school year and at the times when new admits are identified as ELLs. Parents who are unable to attend the first meeting will be invited to another meeting at a more convenient time. The parent coordinator makes phone calls to parents who have not attended the orientation meetings scheduled at different times. Every effort is made to accommodate these parents' schedules.

At the meetings, the ENL teacher explains the three programs to the parents. Parents have opportunities to ask questions about educational programs and services available for their children. Parents are also provided with a brochure "A Guide for Parents: Transitional Bilingual Education Programs, Dual Language Programs, and English as a Second Language Programs." In addition, they view an Orientation Video for Parents of English Language Learners. The brochures and videos are available in different languages such as Bengali, Urdu, 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 it is possible.

Parents of the students who need continued services in the Bilingual/ENL programs are sent a Parent Choice Continuation Letter once a year to inform them of the services available for their children. They are asked to choose a program suitable for their children.

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

To ensure that all Program Selection Forms are returned, our school has numerous steps in place. Whenever the Program Selection Forms for continuing entitled students are not returned, the ESL teacher reminds these students to ask their parents to return the signed continuation forms. After two reminders, the parent coordinator places phone calls to the parents who have not returned the continuation forms. As for the parents of newly enrolled and identified ELLs, ELL orientation meetings are scheduled for them at different times. At the meetings, the Program Selection Forms are filled out after these parents are provided with the essential information regarding the three program models available in the New York City public school system. The parent coordinator makes phone calls to other parents to invite them to meetings at a convenient time to them. In cases where parents cannot be reached, certified mail is sent to them to notify them of the date and time of a new meeting. Every effort is made to reach out to parents of ELLs to inform them of the educational programs available to their children. To ensure that all Program Selection Forms are returned, our school has numerous steps in place. Whenever the Program Selection Forms for continuing entitled students are not returned, the ENL teacher reminds these students to ask their parents to return the signed continuation forms. After two reminders, the parent coordinator places phone calls to the parents who have not returned the continuation forms. As for the parents of newly enrolled and identified ELLs, ELL orientation meetings are scheduled for them at different times. At the meetings, the Program Selection Forms are filled out after these parents are provided with the essential information regarding the three program models available in the New York City public school system. The parent coordinator makes phone calls to other parents to invite them to meetings at a convenient

time to them. In cases where parents cannot be reached, certified mail is sent to them to notify them of the date and time of a new meeting. Every effort is made to reach out to parents of ELLs to inform them of the educational programs available to their children.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
In our school, we keep track of eligible students, the results of the NYSESLAT, and if students are identified as ELLs, we are constantly monitoring for 100% compliance of all mandated documents to be completed and returned. We keep that information in binders. In addition, the Pupil Accountant Secretary together with a couple of ENL teachers and the ELL Coordinator use ATS reports to continually check and double check completion of these forms. When these forms are completed a copy goes to the ELL Compliance binder and the other copy goes in the student's CUM folder.
9. Describe how your school ensures that placement parent notification letters are distributed.
The ELL Coordinator together with a couple of ENL teachers use ATS reports and results from the NYSITELL to continually check and double check to make sure appropriate placement parent notification letters are distributed. When these forms are completed a copy goes to the ELL Compliance binder. Translated forms of those letters are sent in the parents' preferred language.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
The ELL documentation is kept in the student's CUM folder. In addition, copies of these documents are organized in binders by class and in alphabetical order and are kept in the ENL room 304A. The principal, ENL, and Bilingual Teachers have access to the ELL documentation.
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.
All identified ELL students take all parts of the NYSESLAT each year. The RLER report from ATS is used as well as the RLAT. The ELL Coordinator, Mrs. Henriquez, and the Test Coordinator, Ms. Iodice, work in collaboration to make sure that not only all ELL students get this test, but that test modifications are met if students have IEPs. In addition, a series of schedules and assignments are planned so that according to regulations, all students are tested under the right conditions. We create schedules for all four components of the NYSESLAT are administered. First, we create a schedule so that ENL and Bilingual teachers test each other students in the speaking component of the NYSESLAT, since none of the teachers can test their own students in this modality. In addition, we also create schedules so that teachers are paired up with another teacher during the test of the other three components of this test. As you can see, a lot of work is put into this so that we can follow compliance and make sure we test 100% of our ELLs.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
The ELL Coordinator together with a couple of ENL teachers use ATS reports and results from the NYSITELL and NYSESLAT to continually check and double check to make sure appropriate continued entitlement and transitional support parent notification letters are distributed. When these forms are completed a copy goes to the ELL Compliance binder. Translated forms of those letters are sent in the parents' preferred language.
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 Program Selection forms for newly admitted students for the past three years, more parents of newly admitted students chose the Transitional Bilingual Program as their first choice. For the past few school years, around 60% of parents chose the Transitional Bilingual Education Program, and 30% to 40% of parents chose the English as a New Language Program.
This trend of requesting the Transitional Bilingual Program as the first choice seems to correlate with the fact that many newly admitted students were more dominant in Spanish. Parents of students who were more dominant in English tended to choose the English as a Second Language Program. However, there were cases where parents requested the TBE even though their children were more dominant in English. There were also individual cases where parents requested the English as a Second Language Program even though their children had limited English proficiency.
In the past three years, Parents of fourth grade and up requested the English as a Second Language Program as their first choice. The trend for parental choice in fourth grade and up seems to opt for more English instruction.
The programs offered at our school are generally aligned between parent choice and program offerings. After the parent orientation meetings, the Parent Survey and Program Selection forms for newly admitted students are reviewed. Students are placed in the programs that their parents have requested for them.
The continuation letters for the Bilingual and ENL services are also reviewed. Parents' program choices are aligned with student placements.

A. Programming and Scheduling Information

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

- a. Freestanding ENL program.

Our ELL population is provided with the mandated services mostly through homogeneous and heterogeneous grouping based on their grades. Now we have one additional ENL teacher, this has a tremendous impact on how we are now supporting ELLs. We have now more Integrated ENL because of flexibility of our schedule by having more ENL teachers. We also have additional intervention support to the Tier I by the ENL teachers in different classrooms in addition to the mandated services provided. As for the ENL Stand-Alone and Integrated programs, the grouping is mainly based on the students' English proficiency levels and grades.

- b. TBE program. *If applicable.*

We will use the NYSESLAT data together with the new regulations under the new CR Part 154 to determine how instruction for ELLs is delivered in our TBE program. In our TBE program, we have license bilingual teachers who provide instruction according to CR Part 154.2. We also have a trained bilingual teacher who is a reading specialist who supports bilingual students by providing guided reading support in the native language.

- c. DL program. *If applicable.*

As per parents' requests, as of now, we do not offer a DL at our school.

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

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

In order to ensure that all students receive the mandated instructional minutes from Part 154, all bilingual teachers incorporate ENL, ELA, and NLA into their instructional day. ENL, ELA and NLA instructional minutes are integrated throughout the content area instruction over the course of the day. The Entering and Emerging ELLs receive 360 minutes of ENL per week and 60-90 minutes of NLA per day. And the Transitioning and the Expanding ELLs receive 180 minutes of ESL and 180 minutes of ELA per day, and 45 minutes of NLA per day.

The ENL instruction in the stand-alone and integrated ENL program is delivered following the new Common Core Learning Standards. As required by the new CR Part 154.2, the Entering and the Emerging ELLs receive 360 minutes of ENL per week, and the Transitioning ELLs receive 180 minutes of ENL per week. The ELA instruction is delivered following the Common Core Learning Standards for each grade. As required by CR Part 154, the advanced ELLs in the TBE and ENL programs receive one unit of instruction per week, i.e., 180 minutes of English Language Arts instruction. The ELLs are receiving the required instruction in the content areas: Math, Science, and Social Studies. As required by CR Part 154, the ELLs receive one unit of instruction, i.e., 180 minutes, in each of the content areas per week.

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

In order to ensure that contents are comprehensible, teachers use the following methods: Our literacy program for ELLs adheres to the Children First Initiative's uniform curriculum. All of the ELL programs use a balanced approach to literacy: read aloud, shared reading, guided reading, independent reading, and various writing cycles. All ELL programs are also aligned CCLS for all curriculum areas and New York State ESL Standards.

In the transitional bilingual program, all the ELLs learn the same content areas as their general education peers. The materials are made comprehensible to them through the ENL strategies. For example, in the second grade bilingual class, the bilingual teacher uses the social studies curriculum created by the Bilingual Team at our school to support our ELLs. Based on the assessment data that show the higher speaking and listening proficiency levels than the reading and writing proficiency levels in their native language, the second grade bilingual teacher has decided to provide more support to strengthen their oral language to facilitate their reading and writing skills in the social studies curriculum. Now that we are using Ready Gen, the bilingual teachers use some of the titles in Spanish using teaching strategies that support academic language development. We also understand and put into practice that ELLs benefit from preview-view-review format in mathematics and are taught explicit vocabulary in their native language first in order to promote the transfer of mathematical skills to their second language.

To support the learning of ELLs in the ESL program, a variety of instructional materials are used. The ENL component in our ELL programs is literature-based. Children's literature is used to facilitate acquisition of four language skills. Graphic organizers, interviewing techniques, recording data, structuring information in easily accessible visual formats, audio-visual aids, SMART Board, picto-glossaries and other techniques are used to facilitate learning. Technology is also integrated into the instruction to facilitate language and content acquisition. The computer programs used to facilitate learning and language acquisition are Microsoft Word,

PowerPoint, and the Smart Notebook. In addition, to address ELLs' linguistic needs in learning the conventions of the English language, World of Language published by Silver Burdett Ginn, and handbooks for writing and learning published by Houghton Mifflin are used. We also have National Geographic by Hampton-Brown to support new arrivals. In addition to the ENL instruction in the ENL programs, these ELLs also receive content area instruction from their classroom teachers and science teachers with the ENL methodologies. Every effort is made to make the contents comprehensible to the ELLs.

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. Based on the Home Language Identification Survey, the new admits are administered LABR if they are eligible for testing. The newly identified ELLs are then administered Spanish LAB to determine their language dominance to ensure proper placement in one of the two educational programs for the ELLs.

In Kindergarten and First Grade, El Sol, the Spanish version of ECLAS, is used to assess the basic literacy skills such as letter recognition, sound correspondence, sight words and so on. At the end of the school year kindergarten students are also assessed using Fountas and Pinnell in English and in Spanish. 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. These evaluations consist of running records with reading comprehension passages.

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

In the beginning of the year we use the NYSESLAT information. Then in the fall, we are able to use the ELL periodic assessments to inform instruction. In addition, the four modalities are part of the CCLS. We use formative assessment to evaluate in all modalities. We put a lot of emphasis in these four modalities because our motto is "Language used is language learned." We embed language objectives in the lesson that the students need to practice orally in collaboration with other students and then use in their writing. Teachers are assessing language used all the time. We also use NYSESLAT practice materials after February to evaluate students when using all modalities and to expose them to the test structures for a week or two before the NYSESLAT. Paste response to question here:

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

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

a. Students with interrupted formal education require our special attention. Currently our school does not have any SIFE students. If SIFE students do enroll in our school in later days, we will use a similar model we currently employ with newly arrived ELLs. 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, modeling, and schema building will be used for significant ENL and academic development.

b. For our newly arrived ELLs who have not had any exposure to the English language and whose home language is not Spanish, we instruct them in a small group in English. These students also receive extended instructional time through after-school classes or tutoring, Saturday programs, and/or summer programs. As mentioned above, scaffolding strategies will be employed to facilitate ELLs' ENL and academic development. In our school, we have a great selection of literature in Spanish and ENL is always taught with native language support. In general, our kindergarten, grade one, and grade two ELLs fit into the category of less than three years in US schools. The CR Part 154 instructional unit requirements for the ELLs are met. The Entering and the Emerging ELLs receive 2 units of ENL instruction per day, i.e., 360 minutes per week, and the Transitioning and the Expanding ELLs receive 1 unit of ENL instruction and 1 unit of ELA instruction per day, i.e., 180 minutes per week. All instruction is aligned with the New York State Learning Standards in ESL, literacy and other curriculum areas for each grade.

Furthermore, there is additional support for the ELLs. There is a reduced pupil teacher ratio for AIS. There are guided reading groups. There is also after-school extended day and tutoring. There are also push-in coaches and teachers.

c. We provide extensive support in reading and writing. We also provide scaffolding strategies to assist them with the acquisition of CALP (Cognitive Academic Language Proficiency). We also build on student's schema to enhance their conceptual knowledge and provide opportunities for students to extend their learning through extracurricular activities, AIS, Extended Day, push-in and early morning and after-school programs.

d. Research has shown that most newly arrived ELLs need about 4-7 years of instruction before they are fully prepared to perform on a par with other native speakers of English. In general, the long-term ELLs who have been in our school for six years or more are proficient in listening and speaking in English. They have special needs in their cognitive academic language proficiency. An extensive support for their reading and writing proficiency is required. Our plan is based on Walqui's model (2003). The long-term ELLs are provided with scaffolding strategies to assist them in developing their linguistic and academic competence. For example, modeling is used extensively to walk ELLs through an academic task, to do it with them together, and to provide them with clear examples of how it can be done. The other scaffolding strategies such as

bridging, contextualization, and schema building are also utilized to facilitate ELLs' acquisition of higher linguistic and academic proficiency. In addition, the long-term ELLs also receive extended instructional time through after-school classes or tutoring, Saturday programs, and/or summer programs.

e. We continue to provide support because we understand that according to research it takes 4 to 7 years to learn academic language and to become fully proficient. In the Integrated model, students get group and/or individual support as needed according to data and assessment. These students are also invited to participate in after-school and Saturday programs for ELLs. In addition, AIS and RTI in the three Tiers is planned for small group instruction according to students' needs. These students also get mandated 90 minutes of ENL services and accommodations for testing for the following 2 years after testing.

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.

Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), our principal, must review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. Our principal will consult with our ELL coordinator in the school, the parent/guardian, and the student. If the principal, based on the recommendation of the ELL coordinator with the parent/guardian believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the student as defined in CR Part 154-2.3(i) and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, then our principal will consult with the superintendent or his/her designee. Final decision notification will then be sent in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.

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?

Teachers of ELL-SWDs use strategies that reinforce language development. Our teachers use the same literacy curriculum (Ready Gen) for general education classes and enrich instruction using resources from researches like Diane Haager and parts of English Development programs like On Our Way to English by Rigby. In our school, we also make sure we have an established routine for teaching vocabulary that is research based like Beck's work. Furthermore, we use a lot of oral rehearsal to support students in using language in order to learn it by providing a lot of scaffolds. We use a lot of sentence stems to support oral production. Graphic organizers and understanding different learning styles become entry points for all students.

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 scaffold when presented within this clear structure. Student work time includes small groups and partnerships to foster conversation among peers. Content in these subjects is presented visually on chalkboards, charts, and SMART Boards. Individual student copies of textbooks and workbooks are also provided (class sets). The Everyday Mathematics 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. 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.

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?

Our school uses curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment. They receive the ESL instruction in the same classes with the general education English Language Learners. All the school programs and field trips are also conducted with their general education peers.

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. A recent lesson had students assigned with five-digit numbers on boards who had to organize themselves into place-value order. All lessons have the goal of creating a risk-free environment to foster student learning.

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	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 Dually 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.

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	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 Dually 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.

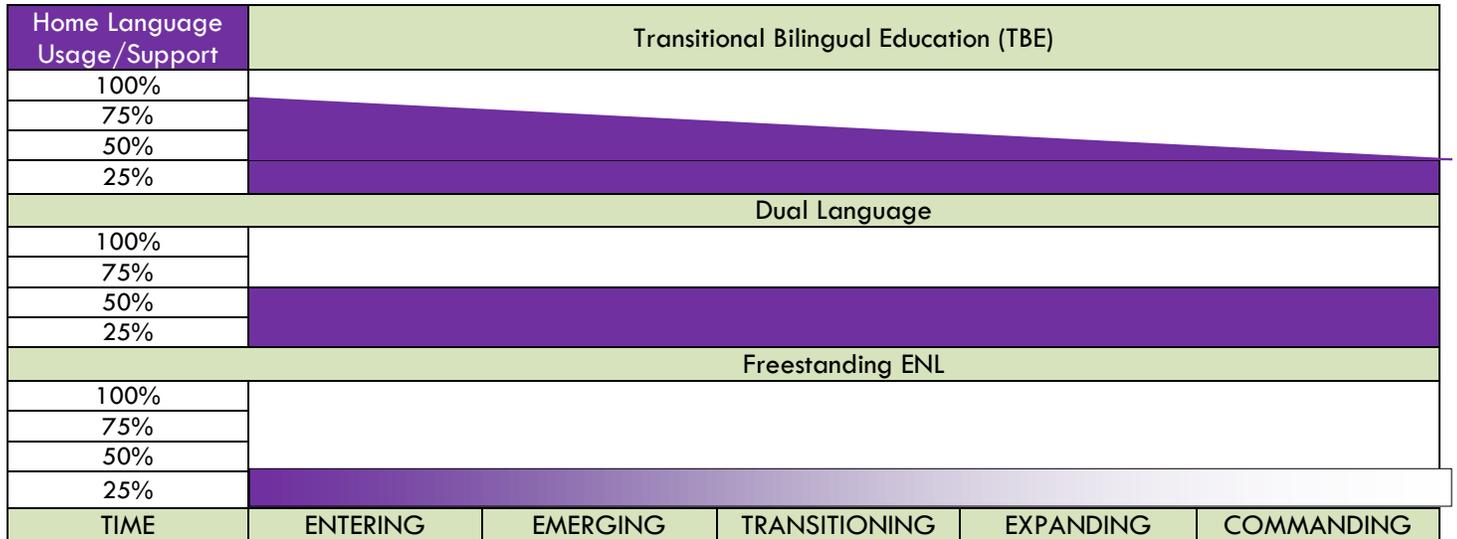


*Note “other approved services” does not apply to New York City at this time.

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 provide targeted intervention programs during the day as well as outside the school day. An extensive school-wide intervention program for is implemented during the Extended Day block. ELLs receive small group instruction from highly qualified teachers. All instructors are NYS Certified as teachers of English to Speakers of other languages or bilingual common branches or have at least three satisfactory years of teaching experience with English Language Learners. In addition, small group intensive tutorials will be instituted with a particular focus on reading and writing during the day. This intensive AIS (academic intervention services) provides students with differentiated support in a flexible small group setting. Classroom teachers in grades three to six will get the support from three additional teachers four times a week. This provides students with quality instruction in a lower teacher to student setting. This year we also have more of a Push- In model in addition to self contain classes where students get additional support in their own classes, minimizing losing valuable instructional time. They are getting additional support with what their classroom teacher is presenting and their classmates are accountable for. The students reaching proficiency on the NYSESLAT are given transitional support during the school day and through after-school classes or tutoring, Saturday programs, and/or summer programs. ELLs that have taken or are about to take the NYS exams are targeted for morning or/and Saturdays enrichment program. There are guided reading groups conducted throughout the school day. Push-in coaches and teachers provide additional support as needed. To provide additional testing support, students are also given test modification such as extended time (time and 1/2) on the standardized tests.

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 instructional materials. Our English Language Learners follow the same standard-based rigorous curriculum as the English Proficient students. In literacy, we use ReadyGen and CCLS and in math we use Go Math. Grade level teams often meet, at least three times a week, to plan. We have highly trained bilingual and/or ENL teachers in all grade level teams. One of our priorities has always been to provide our English Language Learners with appropriate support. Our literacy coach has been a long time staff developer with tremendous knowledge and experience of effective ENL methodology. We also have professional development with Nancy Cloud, Ofelia Garcia, and Kate Kinsella. In Social Studies, we follow the scope and sequence guidelines from New York City. The early grade teachers use thematic instruction, authentic literature, chants, shared experiences as well as hands-on activities to engage students in important social studies concepts. The bilingual teachers deliver ENL through social studies and science. In addition, the notion that we are all teachers of ELLs is embedded in all our professional development. Moreover, as a school, we understand that most of our students are academic language learners and we understand that we need to support them.

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

We will carefully look at this year data to see what changes need to be made. This data analysis will guide us on what we need to take on, deepen, or change.

We have done well teaching the Integrated ENL, specially after getting Nancy Cloud's support and feedback. As a Bilingual/ENL team, we can improve our practice by reflecting on our teaching and we can support other teachers in our school. The area we are going to focus in so we can plan well together with our Literacy Coach and the ELL Coordinator is the Stand-Alone ENL. Resources are going to chosen and strategies are going to be instituted to make sure there is rigorous and that there is a lot of opportunities for interaction.

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

All programs offered afterschool are provided to all students, including ELLs. Invitation letters are sent out to all students in multiple languages. Follow-up phone calls are made to insure participation of all students, especially our ELL population. The programs consist of small group targeted instruction, AIS, morning program, after school and Saturday Academy.

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

Our literacy program for ELLs adheres to the Children First Initiative's uniform curriculum. All of our ELL programs use a balanced approach to literacy. All ELL programs are also aligned to the CCLS and the New York State ENL Standards. To support the learning of ELLs in ENL, a variety of instructional materials are used. The ENL component in our ELL programs is the literature-based. Children's literature is used to facilitate acquisition of 4 language skills.

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.

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 and grade level. For example, high interest, low level texts, and books with picture support are ordered as needed. In addition, several members of our staff have been working with the DELLSS to look for high quality books in Spanish in grades k-5 that go with Ready Gen units of study we are using in literacy. We are implementing this new program but making sure we continue effective language development practices in the classroom. The use of technology such as SMART board, iPads, Flip Cameras PowerPoint and WebBlender is integrated into the ENL instruction. In addition, to address ELLs' linguistic needs in learning the conventions of the English language, World of Language published by Silver Burdett Ginn, and handbooks for

writing and learning published by Houghton Mifflin are used. The school has also purchased several online literacy enrichment online resources students can use at home. The students have access to Award Reading Online in English and Spanish, Brain Pop, Brain Pop Jr., and Brain Pop ESL, ImagineLearning, and Achieve 3000.

The series *On Your Way to English* by the Rigby Company is used for guided reading, while the series *Colección PM*, also by Rigby, is used for guided reading in English and Spanish. *Cancionero de canción a cuentos* is another series we use to support native language literacy development. Our school is also using *Estrellita* to foster phonemic awareness in our bilingual kindergarten class. We also use the Award Reading program to amplify language, and provide additional visuals in literacy support. *Go Math* is used in English and in Spanish. The social studies big book series *People and Places* by MacMillan and McGraw and the series *Science* by Scott Foresman are used to teach ESL in the content area. Additionally, we also use the social studies series *We Live Together* by MacMillan and McGraw Hill and Heineman's collection *Neighborhood Walks*. We also buy trade books that are appropriate and relate to content instruction in both English and Spanish.

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

There are variations in the role of the native language in the TBE and ENL programs. In a TBE program, the native language is an integral part of instruction. 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.

In our kindergarten transitional bilingual class, the ratio of native language and English instruction is 60% and 40%. 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 native language for 60% of the day, the intermediate ELLs, 50%, and advanced ELLs, 25%. In other words, the beginning ELLs receive 40% of instruction in English per day, the intermediate ELLs, 50%, and the advanced ELLs, 75%. The same principle applies in our first grade transitional bilingual class. In our second grade transitional bilingual class, a higher percentage of English is used in instruction since our second grade ELLs become more proficient in English. The guidelines are similar to what is discussed in the previous paragraph. The school year might begin with 60% and 40% in Spanish and English. As the year progresses, the ratio will go to 50% and 50%, and eventually 25% in Spanish and 75% in English. In our third grade transitional bilingual class, the school year begins with 50% of Spanish and 50% of English since 55% of the ELLs are at the advanced level in NYSESLAT. The six instructional periods are evenly divided by the two languages: three periods with the ESL methodologies and the other three in the native language in math and reading. As the year progresses, the ratio of Spanish to English will be 40% to 60%, which will gradually aim at 25% to 75%. Students receive explicit native language instruction (Spanish) in reading and mathematics.

Native Language Instruction follows the same reading and writing calendar as appropriate by grade level. The literate environment in the classroom, i.e. charts and word walls, supports their literacy work. For children at risk an AIS staff person services the children in small literacy groups.

In the ENL program, the native language is more of a support role. Whenever the use of the native language facilitates learning, it is used through a Spanish dictionary and peer interaction. In the case of new arrivals, students are encouraged to write and read in their native language until they are able to use the target language. All ELLs are allowed to use native language for support. Teachers are aware of cognates and point them out to facilitate content and language development.

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

We ensure that all our ELLs receive their required services by matching qualified teachers with students according to their appropriate age and grade levels. One way we do this is by organizing the classes so that there is at least one certified ESL or Bilingual teacher per grade. This ensures that students who are mandated to receive English development support do so at their age and grade level. In addition, there are ENL certified teachers who push in or pull out to support additional students. These students are grouped by grade and age. In a few cases, we have students from two consecutive grades serviced together to provide intensive English Language development according to their language proficiency.

Furthermore, we have highly trained staff. For example, we have four reading specialists in the school and two of them are also bilingual teachers who can support students at all grade levels. One of these two bilingual teachers is also ENL certified in addition to being a Reading Recovery teacher. In addition, we have F status personnel who are staff developers and work with small groups according to the students' needs. We also have a great collection of beautiful literature at all levels and interest in both English and Spanish.

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).

During the registration process we conduct a tour of the building to all new incoming students and parents in order to "lower the affective filter" of our incoming students. We invite teachers to meet informally to have informal conversations to get to know the students (informal assessments are given at this time). In addition parents are invited to attend orientation workshops to familiarize them with the materials, resources, and ELL programs offered by the school.

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)?

We do not offer a Dual Language Program at this time.

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 planning for 2014-2015 began mid-year in 2014 as the bilingual and ENL staff, after having implemented various modified ReadyGEN units, provided informal feedback to the stakeholders on what they thought was beneficial, challenging, and lacking in that curricula. The stakeholders together with the administration developed a plan and schedule: each grade cohort would meet three times to prepare for a meeting with the administration and literacy coach. The grade cohorts would be prepared to discuss:

1. A blurb about the benefits and challenges of the curricula you used this year looking at the data: F & P's, independent PBAs, and informal assessments. (Reflecting on what you have noticed in comparison to last year.)
2. A typed list of four Tier 2 words for each ReadyGEN module that they would commit to teach through the Robust Vocabulary 340 Modified Structure. Be sure you pick words with "mileage" – words/concepts that move discussions about characters and/or actions - adjectives and verbs.
3. The three pieces of ELA writing that should go in the portfolio showing growth over time and the rationale for their choices.

Among the conclusions the stakeholders arrived at, one of them was that the ReadyGen Curricula, being a monolingual curricula, was an unwelcomed interruption for our monolingual students as well as for our bilingual students yet, the ELL strategies became more noticeable as ALL teachers modified the curricula for the ELL and former ELL population. We prepared to support our Professional Learning Communities with the following initiatives for P.S. 340's ELL and non-ELL personnel. These initiatives will remain for another year – 2015-2016 - as we want to deepen the work.

1. Mastery Objectives

To improve student performance, bilingual and ESL teachers will craft mastery objectives with the purpose of clarity of objective in order to provide ELL students with appropriate and strategic feedback that will lead to self- adjustment.

2. Small group /differentiation:

Bilingual and ENL teachers will use assessment data to group students in order to ensure that all ELL students have access to the curriculum and are provided with the necessary supports to be successful.

3. Questioning /Rubric for Self-adjustment

Bilingual and ENL teachers will craft cluster questions – from right there questions to identifying relationships, classifying and verifying questions - to promote higher order thinking and to ensure that all ELL students are engaged. Students will use our rubric for self-adjustment to self-assess and regulate their learning.

4. Going deeper in the writing process with PD from Teachers College.

5. Diagnostic assessments

Bilingual and ENL teachers will create pre and post- unit diagnostics to assess student knowledge. Teachers will adjust curriculum based on assessed student needs.

To deepen the achievement of these initiatives we are planning two major moves: grow our ESL team, if budget permits, and have monthly Bilingual/ENL PLC's across subject areas -with additional scheduled monthly sessions for vertical teams on Mondays as well as the weekly bilingual/ENL meeting. In the gatherings we will address and discuss ELLs and Common Core Standards more specifically to content knowledge. We have already scheduled the meetings from September to February.

Non-ELL personnel would attend various of these PLCs to meet requirements as per the new CR Part 154.2.

To put in practice distributed leadership as well as to train the bilingual and ENL to look at student work in a coherent, consistent, and organized way, a work protocol has been added to the PLCs to train lead teachers first and later on others. By doing that, we expect work protocols to happen simultaneously in different grades as well as vertically for our bilingual strand as well as through the stages of language acquisition. We would, then, collect and look over the data concurrently and develop systemic initiatives to self-adjust our practice. In addition, we would systematize and add coherence to the way we look, assess, and talk about work products in bilingual and ENL classes.

6. Changes in CR Part 154 will be addressed, strategies to support English Language Learners, and the use of the Bilingual Language Progressions.

In mathematics, our school uses Go Math which has a Spanish version of all their books and resources. These resources are used in our K-2 classrooms as well as a resource for other students in the upper grades. All math word walls include pictures or examples for easier reference and acquisition. Sentence stems are used to facilitate mathematical conversations and assist students in explaining the mathematical process used.

Goals we are working on for next year are professional developments around ELL's and mathematics; leaving up artifacts with examples from previous lessons so students will have a point of reference; incorporating some Engage NY/Eureka to help with application of skills taught. Engage NY at the end of this year, began releasing their units in a Spanish version. Hopefully by the fall all units are available as a supplemental resource.

Based on data from grades 3 to 5, we found students were struggling in Number and Operations, more specifically fractions and in Measurement and Data. To address these needs, a six week AIS cycle was set up for grades 3 to 5 to directly target fractions and measurement in smaller groups. Twice a week the class was broken into three homogenous groups to target the above

mentioned skills. In these smaller groups teachers were able to address students' needs by using multisensory approaches, language objectives and dual language resources to assist students.

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?

The Bilingual/ENL Team at our school is providing on-site training to all staff members on effective ENL strategies. Over the course of the year, all our staff will receive on-going training as per the new CR Part 154. The training records are kept by the literacy coach. In addition, our Bilingual Coordinator will have training for the ENL and Bilingual teachers in order to comply with the mandates. Teachers will also be scheduled to attend professional development offered by the Department of ELLs.

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, ENL 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.

Our ELL Coordinator, the Literacy Coach, as well as the The Bilingual/ENL Team at our school will be providing on-site training to all staff members on effective ESL strategies. The training records are kept by the literacy coach. PLCs and Bilingual/ENL team PD meetings are already in our school calendar making sure we have at least 15% hours for all our staff and at least 50% of total hours for our bilingual/ENL teachers of ELL-specific professional development. In addition, our Bilingual Coordinator will have training for the ENL and Bilingual teachers in order to comply with the mandates. Teachers will also be scheduled to attend professional development offered by the Department of ELLs.

C. Parental Involvement

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

The school administration uses Tuesdays afternoons to have teachers of ELLs schedule meetings to discuss goals of the program, language development progress, language proficiency assessment results, academic standing, as well as language needs in all content areas.

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.

At our school, each teacher is responsible for keeping records of annual individual meetings with ELL parents in their binders. In addition, they keep a similar log with the student's name, the parents' names and signatures as well as the parents' phone numbers.

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. 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. Paste response to question here:

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. We have partnered with Cornell University who has provided workshops on nutrition, Save Energy, Save Dollars, and Making Ends Meet. Bronx Health also comes to the school to conduct workshops on asthma, healthy homes and financial planning. Parents of Pre-K students were recently invited to a bilingual Jump Start activity affiliated with Lehman College. The first CPR class for parents was offered in Spanish and was presented by the Fire Department. The English CPR class is scheduled to be held in December. P.S. 340 has also joined with the Montefiore Medical Center - Women's Center for a bilingual workshop on The Real AIDS Prevention Project (R.A.P.P.). Cornell University is 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 Lehman College for free ESL classes as well as the Fordham Library Center for ENL and computer classes. There are ARIS Link workshops and Curriculum workshops with pointers on how to work with students at home. Various bilingual workshops are offered to parents based on their needs. Paste response to question here:

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

Parents participate in the citywide parent survey. 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 in turn 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 they can play at home with their children so that they may reinforce the skills the children have learned at school. Another example is the nutrition workshop, which teaches parents to cook healthier meals.

All the workshops, flyers, and notices to parents and parent outreach are provided in English and Spanish. Staff is made available for translation at PTA meetings and parent teacher conferences, and in all school events and celebrations.

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.

We believe that we are all teachers of ELLs. In addition, most of our students are learning academic language. Therefore, for the past four years, we have been working closely with Nancy Cloud to strengthen English language development instruction in all classes. Dr. Cloud provided feedback to units of study developed in the bilingual classes to support teachers in scaffolding appropriate support for

all students depending on their language proficiency levels. She also visited bilingual classrooms and provided feedback to improve instruction for ELLs. Another year, she visited monolingual classrooms and provided tailored staff-development in response to her observations in order to support teachers and administrators. Later on, she modeled lessons in several classrooms for all teachers in our school. This year we are continuing to use and improve the strategies we have learned about what works for English Language Learners. In brief, we prioritize the needs of ELLs and understand that English Language development instruction is beneficial for all our students. response here:

School Name: P.S. 340		School DBN: 10X340	
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)
Alexei Nichols	Principal		11/4/15
N/A	Assistant Principal		11/4/15
Maria Acosta	Parent Coordinator		11/4/15
Ana Henriquez	ENL/Bilingual Teacher		11/4/15
Yuri Rivera	Parent		11/4/15
Lourdes Rendon	Teacher/Subject Area		11/4/15
	Teacher/Subject Area		11/4/15
Emma Baez	Coach		11/4/15
	Coach		11/4/15
	School Counselor		11/4/15
	Superintendent		11/4/15
	Borough Field Support Center Staff Member _____		11/4/15
Lourdes Rendon	Other <u>Bilingual Teacher</u>		11/4/15
Lynn Miller	Other <u>Special Ed. Coord.</u>		11/4/15
	Other _____		11/4/15

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **10X340** School Name: **P.S. 340**
Superintendent: **Melodie 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.learn DOE.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

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

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

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

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

The data we use to assess our schools written and oral translation needs is based on the Parent Guardian Home Language Identification Survey results that all new registrants complete during the initial registration period. The results of this data is entered by the Pupil Accounting Secretary in the Parent Preferred Language Indicator in ATS. This is how the schools knows what languages written notices should go home, in addition to what oral translation are needed. In addition we have a Parent Coordinator that consistently speaks and reaches out to parents. If we are unable to provide oral or written translation in a parents native language we reach out to the DOE Translation and Interpretation Unit. We also have a variety of staff members who speak the native languages identified in ATS.

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.

The data from the Home Language Survey and the parent language indicator in ATS shows that there are 12 different languages represented in the school. We have a total of 654 students. The specific languages that our parents speak are as follows: 1 Arabic, 1 Amharic, 7 Albanian, 8 Bengali, 3 Chinese, 1 Khmer, 3 Twi, 3 Urdu, 2 Vietnamese , 1 Farsi(Persian Language), the rest speak Spanish and the majority speaks English) .We shared this data with staff at a staff conference, with the School Leadership Team, and the PTA during the monthly PTA meetings.

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.)

- a. registration, application, and selection;
- b. standards and performance (e.g., standard text on report cards);
- c. conduct, safety, and discipline;
- d. school annual handbook
- e. calendars
- f. parent-teacher conference announcements
- g. special education and related services; and
- h. transfers and discharges.

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.

- a. parent-teacher conferences
- b. parent-teacher meeting on Tuesdays
- c. orientations
- d. parent association meeting
- e. principal's meetings with parents' groups and individual parent meetings
- f. curriculum/open house meetings

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.

As soon as the student is enrolled or within 30 days of a student's enrollment, our school identifies the primary language spoken by the parent and if such language is not English, then we determine if language support is needed in another language. Our school maintains this information in ATS and in the student emergency card.

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.

If there are parents who require language assistant, personnel at our school will provide translation and interpretation services to them. Parents may choose to rely on an adult friend or companion, understanding that anyone under 18 may not serve as an interpreter. In addition, the school will provide over-the-phone interpreters via the Translation and Interpretation Unit, interpreters provided by outside vendors when in-house school staff are not available or speak that language. In addition, our parent and LTI coordinator will call the office of translation ahead of time to make sure that translation is provided when needed.

Part D: Training Staff on Policies and Procedures

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

The Language Coordinator will have copies of the Chancellor's Regulation A-663. In addition, staff members get a copy of the T&I Brochure, the Language ID guide, the Language Palm Card via email and the "I Speak..." Card for over-the-phone interpretation. We will also inform the teachers about details concerning this service during PD.

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

First, the school will provide each parent whose primary language is a covered language with a copy of the Bill of Parent Rights and Responsibilities. In addition, our school posts signs indicating the availability of interpretation services. Moreover, our school makes sure that safety plans are sent home in the parents' primary languages.

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 provide parents with meaningful opportunities to participate and access to programs and services critical to their child's education all letters, posters and flyers are sent home or posted in inside and outside the school in multiple languages based on the identified language groups in Section A.