



**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001): 22K203
School Name: P.S. 203K FLOYD BENNETT SCHOOL
Principal: MS. LISA ESPOSITO

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Elementary School Number (DBN): 22K203
School Type: Community School Grades Served: Pre-K-5
School Address: 5101 Avenue M, Brooklyn, New York 11234
Phone Number: 718-241-8488 Fax: 718-209-9641
School Contact Person: Lisa Esposito Email Address: Lesposi3@schools.nyc.gov
Principal: Ms. Lisa Esposito
UFT Chapter Leader: Ms. Penny Berman
Parents' Association President: Ms. Charmaine Dixon
SLT Chairperson: Ms. Nicole Berrios
Student Representative(s): N/A

District Information

District: 22 Superintendent: Ms. Julia Bove
Superintendent's Office Address: 5619 Flatlands Avenue, Brooklyn, New York 11234
Superintendent's Email Address: jbove@schools.nyc.gov
Phone Number: 718-968-6115 Fax: 718-968-6252

Cluster and Network Information

Cluster Number: 02 Cluster Leader: Ms. Despina Zaharakis
Network Number: 210 Network Leader: Ms. Joanne Brucella

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 consultation 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:

- A. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
- B. 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.**
- C. 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) |
|-------------------------|---|-------------------------|
| Lisa Esposito | *Principal or Designee | |
| Penny Berman | *UFT Chapter Leader or Designee | |
| Charmaine Dixon | *PA/PTA President or Designated Co-President | |
| Jo Ann Bush | DC 37 Representative, if applicable | |
| | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> | |
| | CBO Representative, if applicable | |
| Nicole Berrios | Member/Teacher | |
| Jocel Fitzpatrick | Member/Teacher | |
| Kellie Graves | Member/Parent | |
| Baaba Hanson | Member/Parent | |
| Melrose Jackson Phanton | Member/ Parent | |
| Nancy Simeon | Member/ Parent | |
| | Member/ | |
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**Signature of constituent only indicates consultation in the development of the CEP, not approval.

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 Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. 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 strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

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 Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

| The Six Elements of the Capacity Framework | |
|---|---|
| 1. | 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. |
| 2. | Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. |
| 3. | 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. |
| 4. | 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. |
| 5. | 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. |
| 6. | 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 Capacity Framework

In order to address the six elements of the Capacity Framework, 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 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- a. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- b. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- c. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

7. **Step 1:** 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.
8. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
9. **Step 3:** 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.
10. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
11. **Step 5:** 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 strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust 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:

- 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.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

At P.S. 203 we are constantly looking for ways to obtain the most complete picture of student performance we can to inform our instruction. This is done while also devoting great effort to establishing an environment where quality instruction will take place for all students. Our school's Academic Pledge: "We all can learn. We own our learning. We are expected to exercise our minds," serves as a constant reinforcement of our school's desire to have all learners (student and adult) continue to challenge themselves as active learners, responsible for their academic growth.

We have raised the quality of instruction within the school, through our consistent efforts to spark professional dialogue about how students learn best and on which forms of professional learning opportunities would be of most benefit in developing our practices to most effectively impact on student engagement and progress. In literacy we use authentic student work coupled with measurement tools to track student progress in reading. A similar approach is used in gathering data in mathematics. Our Instructional Focus: "Students will engage in cognitively challenging activities to explain their thinking both verbally and in writing, using text," will serve to increase purposeful engagement and better prepare our students for the rigors of the Common Core Learning Standards.

The manner in which we have improved the quality of instruction for our students who are in most need has been evolving in a positive direction. We are making progress in closing the achievement gap and this was evident this past year in the progress made by our lowest performing students and students with special needs on our Elementary School Quality Report. Our Integrated Co-Teaching (ICT) classes are identical in rigor and expectation to every other general education class on the grade. There is equal access to all programs and activities. Our ESL students also receive additional support during and after school. Parents of students with special needs are invited to tour the classrooms on the grades whenever they are considering an evaluation for their child so their decisions can be informed within the realm of having seen "real" classrooms. Our small classes (12:1 and 12:1:1) also follow the same curriculum as the classes on the grades with the appropriate modifications in place. Participation and access to all school functions are extended equally across the school. While we are able to celebrate the gains we are making in "progress" indicators across all identified subgroups in both ELA and Math, are committed to maintaining a focus on closing the achievement gap to a point where the "achievement" indicators bring our students to levels that are comparable to the district averages. At present our students performed at proficiency levels 6%-9% lower than the city and 12%-15% lower than the district in ELA and Math respectively.

P.S. 203 is proud of its affiliation as a Friend of Core Knowledge School. With the shared belief that school should be a place where students' experiences and knowledge are broadened, our responsibility is to increase the scope and depth of what we offer. Core Knowledge offers our students in grades Pre-K-5 a rigorous and scaffolded curriculum. At present we offer our students the Core Knowledge curriculum in History and Geography and Language Arts across all grades. During the course of the year, our students study World History and American History. Topics in the early childhood grades include studies of the continents, Ancient Egypt, Ancient Greece and our early government. Our upper grade topics include the Vikings, the Middle Ages, Westward Expansion, the American Revolution and the Civil War. Our Core Knowledge Specialist provides instruction through additional topics of interest across the upper grades (Ancient Rome, China, etc). Our Kindergarten Core Knowledge class (new this school year) follows the entire Core

Knowledge sequence in all content areas in addition to the curriculum followed on the grade.

Our school's involvement with Character Education and Positive Behavior Interventions and Supports (PBIS) has aided us in our desire to create an environment where instruction is productive. Our SOAR program (**S**how self-control; **O**n Task; **A**ct kindly and follow directions; **R**esponsible and respectful) is the visual enactment of PBIS and Character Education. It is a way for the school community to improve the environment of the larger spaces within our building. Our students are receptive to the benefits of making positive choices, and that has impacted on tone and student achievement. For the past year and a half we have also formed a strong bond with Partnership With Children counselors who offer resiliency support to our students, families and staff. Their full-time presence in our school has made them an invaluable resource to our school community.

We believe the narrative above supports our school's Mission statement: *We are dedicated to having all our students achieve high academic standards and raising the level of academic rigor and accountability for our entire school community. Through high quality standards-based instruction, within the setting of a nurturing environment, all of our students will develop social, civic and technological skills to create a community of life long learners.*

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework 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

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (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).
2. Summarize your school’s strengths and needs relative to this Capacity Framework 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 sources.

Based on the Quality Review measurements pertaining to curriculum, teaching and learning and the measurement of student achievement on the School Quality Snapshot, we have identified a need to provide a more challenging and interesting curriculum, coupled with increased effectiveness.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 100% of teachers will align assessments to curricula, analyze assessments, and adjust instruction to improve student outcomes for all students in Grades K-5, including students with disabilities and English Language Learners, with a 5% increase of students reaching grade level proficiency in ELA as measured by Fountas and Pinnell, when comparing October proficiency to June proficiency.

Part 3 – Action Plan

| Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: | Target Group(s) <i>Who will be targeted?</i> | Timeline <i>What is the start and end date?</i> | Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|---|--|---|--|
| <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. 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). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust | | | |
| Continued implementation of Common Core aligned literacy curriculum—Expeditionary Learning | Grades 3-5 | September, 2014-June, 2015 | Classroom teachers, supervisors |
| Continued implementation of Common Core aligned literacy instruction in Close Reading—Text Sets | Grades K-2 | September, 2014-June, 2015 | Classroom teachers, supervisors |
| Implementation of Common Core aligned literacy instruction in non-fiction text—Exploring Non-Fiction | Grades K-2 | September, 2014-June, 2015 | Classroom teachers, supervisors |
| Implementation of a Core Knowledge class in Grade K | Grade K-1 class | September, 2014-June, 2015 | Classroom teachers, supervisors |

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|---|---|----------------------------|--|
| Targeted literacy intervention in small groups | Identified lowest third students in Grades 3-5 | September, 2014-June, 2015 | Content specialists, supervisors |
| Intensive online literacy intervention—16 individual licenses for Imagine Learning | Identified ELL students with IEPs and Over-Age Previously Retained students | November 2014-June 2015 | Classroom teachers, families, supervisors, technology consultants |
| Family Literacy events to foster home-school connection to academics | Students and families in Grades K-5 | September 2014- May 2015 | Classroom teachers, secretaries, paraprofessionals, families, supervisors, Learning Leaders |
| Professional Learning Opportunities in quality literacy instruction and data interpretation | All teachers | September 2014- May 2015 | Classroom teachers, content specialists, data specialist, Network literacy staff supervisors |
| After School Title III program | Grade 2-5 ELL students | December 2014- April 2015 | ESL teacher, Classroom teachers, supervisors |
| Renewed emphasis on Guided Reading instruction | Grades K-5 students | February 2015-June 2015 | Classroom teachers, supervisors |

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Human Resources: School-based staff, Network literacy staff, Data Specialist, Learning Leaders, Imagine Learning technical support, supervisors

Instructional Resources: Expeditionary Learning, Scholastic Text Sets, Time for Kids Exploring Non-Fiction, Core Knowledge Literacy Curriculum , Buckle Down, Ready NY ELA, Imagine Learning, Fountas and Pinnell Benchmarking Systems 1 and 2, School Net, materials for families from literacy evenings

Schedule adjustment: opportunities during the school day for online access for Imagine Learning, Reading Assist period 5 days a week, Professional Learning time on Monday afternoons, evening parent/family workshops

Part 5 – Budget and Resource Alignment

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 Basic | X | Title IIA | x | Title III | | Grants |
| List below any additional funding sources that will be utilized to support achievement of the goal. | | | | | | | | | |

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

February, 2015: tracking sheets will be analyzed for Benchmark level progress, comparing percentages of students “on track” for meeting grade level standards in October with those “on track” for meeting the standards in January data (anticipating a 4% increase in our students’ levels; ongoing analysis of students assessments based on targeted instructional needs noted on NYC Performance Assessment data monitoring

Part 6b. Complete in **February 2015.**

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|---|--|-----|----------|----|
| 1. Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | X | No |
|---|--|-----|----------|----|

2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

The school reviewed data from January F&P benchmarking and the 4% gain was not realized. Therefore, a renewed effort is being made to ensure common practices are occurring with Guided Reading on all grade levels. Due to our ELA MOSL, all Grade K-3 classes are using only non-fiction to benchmark the students during the middle part of the year (saving fiction for the spring MOSL as required), and that may explain why our mid-point benchmark was not met. Historically, we have found that our students perform better when benchmarked with fiction texts, and we have found benchmarking in the spring using fiction texts yielded multiple-level gains.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework 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

3. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). 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).
4. Summarize your school’s strengths and needs relative to this Capacity Framework 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 sources.

Based on the data in the Online Occurrence Reporting System (OORS) and our Learning Environment Survey, there appears to be an incongruence between the percentage of Level 3 and 4 infractions 71% of all occurrences when compared to the overall ratings of parents feeling their children are safe at our school (96%) and the staff feeling safe at our school (91%). Analysis of this data may suggest that the OORS data reflects the school’s quick response to the Level 3 and 4 infractions so as to not negatively impact on the sentiments of parents and staff regarding safety at the school level. We have entered into a professional relationship with Partnership With Children (PwC) to facilitate targeted student groups of at risk students. Their work also includes a parent component for their serviced students, as part of PwC’s execution of their SAMHSA Emergency Response Grant (SERG). The anticipated outcome of this collaboration would be that the targeted students who exhibited Level 3 and 4 behaviors in 2013-2014 would decrease their involvement in such infractions by 20%, as a result of their direct involvement with PwC counselors, the expanded parental involvement of their parents/guardians in our school through the family component of the SERG, the professional learning opportunities offered to all school staff, and adult workshops offered by PwC. In addition, the school has entered into an affiliation with Connect With Kids to provide all families and staff with access to online resources surrounding social emotional experiences/learning. It is anticipated that these actions will lead to a more positive uninterrupted instructional day for staff and students, resulting in an increase of 5% in staff responses to feeling safe at our school.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, the number of Level 3 and 4 infractions of targeted students will decrease by 20% and the total number of Level 3 and 4 infractions school wide will decrease by 10% when compared to 2013-2014 data as evidenced by Online Occurrence Reporting

Part 3 – Action Plan

| Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: | Target Group(s) <i>Who will be targeted?</i> | Timeline <i>What is the start and end date?</i> | Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|---|--|---|--|
| <ol style="list-style-type: none"> 3. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 4. 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). 5. Strategies to increase parent involvement and engagement 6. Activities that address the Capacity Framework element of Trust | | | |

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| Identify students with Level 3 and 4 infractions entered into OORs 2013-2014 and include them in Partnership with Children intervention groups, and in a short term social emotional residency where feasible | Targeted students from 2013-2014 OORS data | June 2014-October 2014 | Partnership with Children staff, Poetic Motivator consultant, supervisors, SAVE room teacher |
| Initiate and conduct student groups for individual/group/family counseling, and peer mediation | 125 targeted students | September 2014-June 2015 | PwC staff, families |
| Initiate and conduct class lessons on social emotional learning topics with follow-up/ reinforcement by classroom teachers and other support personnel | All students | September 2014-June 2015 | PwC staff, classroom teachers, Poetic Motivator consultant, Pupil Personnel Team members |
| Provide Professional Learning Opportunities for school staff on 6 social-emotional modules for School Personnel | All staff | September 2014-June 2015 | PwC staff, Pupil Personnel Team members, supervisors |
| Provide a series of Adult workshops on social emotional topics for self and family application | Parents/Guardians | September 2014-June 2015 | PwC staff, families |
| Provide families and staff with online resources (and needed training to access the resources) to support social emotional learning at school and at home | School community | December 2014-June 2015 | Connect with Kids technical support staff, school staff |
| Progress monitoring of OORS data and sharing statistics with school staff | All staff | January 2015, March 2015 | SAVE room teacher, supervisors |

Part 4 – Resources Needed

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| Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc. |
| Human Resources: Partnership with Children counselors and support staff, Connect with Kids technical support staff, Poetic Motivator consultant, school staff including teachers, paraprofessionals, SAPIS, Guidance staff, School Assessment Team, SAVE teacher and supervisors |
| Instructional resources: NYCDOE OORS data entry system, Learning Environment surveys, Connect With Kids website, PwC social emotional resources for students and adults |
| Scheduling adjustments: Classroom, individual, small group sessions, after school programming for student/family sessions, Professional Learning schedules for staff and PPT |

Part 5 – Budget and Resource Alignment

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|--|-----------------|---|----------------------|---|------------------|--|------------------|---|---------------|
| 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 Basic | X | Title IIA | | Title III | X | Grants |
| List below any additional funding sources that will be utilized to support achievement of the goal. | | | | | | | | | |
| | | | | | | | | | |

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 7. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 8. Specify a timeframe for mid-point progress monitoring activities.

In January 2015, the percentages of Levels 3 and 4 infractions in OORS for targeted students will be compared to the 2013-2014 data to determine if progress is being made towards meeting that goal (anticipating an 18% decrease at this point in time). The results of that monitoring will be shared with school staff.

Part 6b. Complete in **February 2015**.

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|---|----------|-----|--|----|
| 9. Did the school meet the mid-point benchmark(s) in the timeframe specified? | X | Yes | | No |
|---|----------|-----|--|----|

10. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework 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

5. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). 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).
6. Summarize your school’s strengths and needs relative to this Capacity Framework 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 sources.

The Instructional Shifts in ELA and Math put forth by the NYS DOE have served as a springboard for identifying changes needed in both curriculum and practice. As a school, our ELA focus to have students ground their conversations and writing in text-based evidence, coupled with a similar focus in mathematics where students will be required to demonstrate a deep conceptual understanding as they write and speak about their understanding all speak to our need for professional collaboration. Based on the item analysis of past State ELA/Math exams and BOY MOSLs, grade and cross-grade Teacher Teams have identified that our students struggle with articulating their thinking in extended responses in writing and mathematics, rarely receiving full credit on any extended response.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, teachers will engage in weekly collaborative professional learning opportunities via grade-level and/or vertical Teacher Teams to analyze student work and modify curriculum in order to deepen the level of differentiated instruction and consistently provide all students, including students with disabilities and ELLs with scaffolded support needed to make growth as evidenced by a 5% increase in the **ELA/Math MOSL** for 10% of our students in the lowest third when comparing their Beginning of the Year (BOY) Fall MOSL assessments to their End of Year (EOY) Spring MOSL assessments.

Part 3 – Action Plan

| Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: | Target Group(s) <i>Who will be targeted?</i> | Timeline <i>What is the start and end date?</i> | Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|---|--|---|--|
| <ol style="list-style-type: none"> 11. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 12. 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). 13. Strategies to increase parent involvement and engagement 14. Activities that address the Capacity Framework element of Trust | | | |
| Establish an instructional focus to infuse evidence-based responses in all subject areas and communicate that focus to all constituencies | School community | June 2014- June 2015 | School staff, students, parents/guardians |
| Conduct analysis of released questions from State ELA/Math Exams to determine student expectations and implications for instruction (goals) when compared to student performance | All teachers K-5 | September 2014- November | Classroom teachers, supervisors |

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|---|---|----------------------------------|---|
| | | 2014 | |
| Conduct item analysis of BOY MOSL in ELA/Math, Baseline in Math, and Benchmark assessments in ELA/Math to identify trends | Classroom teachers Grades 3-5 | September 2014- December 2014 | Classroom teachers, Data Specialist, supervisors |
| Departmentalize Grade 3 with teachers pairing to teach Math/Science and Literacy/Social Studies and plan to ensure cohesiveness in approaches to address student need | Grade 3 teachers, including ICT special educators | September 2014- June 2015 | Grade 3 teachers, Network support staff, supervisors |
| Monitor progress towards established goals | Teachers Grades 2-5 | December 2014- June 2015 | Classroom teachers, supervisors, Network support staff, consultants |
| Participate in Professional Learning Opportunities each Monday for 80 minutes and on each Tuesday for 35 minutes, following the instructional day, and on Chancellor's Conference Days in November and June, to share/experience best practices, look at student work, and modify instruction | All teachers Pre-K-5 | September 2014- June 2015 | Classroom teachers, supervisors, Network support staff, consultants |
| Participate in off-site Professional Learning Opportunities in ELA/Math | Classroom teachers | September 2014- May 2015 | Lead teachers for ELA/Math, supervisors, Network support staff, consultants |
| Offer additional exposure to crafting extended responses in ELA/Math via Ready NY, and Units of Study in Persuasive and Informational writing | Grades 2-5 for Ready NY and Grades 1-5 for writing units of study | September 2014- June 2015 | Classroom teachers, Data Specialist, supervisors |
| Utilize Teacher Teams to look at student work | Classroom teachers | September 2014- June 2015 | Classroom teachers, supervisors, Network support staff, consultants |
| | | | |

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Human Resources: Network support staff, Data Specialist, consultants, teachers, supervisors

Instructional Resources: engageny.org, Ready NY ELA/Math, NYC MOSL selections, NYC Periodic Assessments, Ready NY ELA/Math, Go Math!, Expeditionary Learning, school-created Units of Study in Informational and Persuasive Writing, LeapTrack, websites (including but not limited to Dream Box, SkillsTutor, and Imagine Learning)

Scheduling Adjustments: Common planning time during the instructional day a minimum of 2 periods per week per grade; Daily common planning time during the instructional day per Integrated Co-Teaching team and Grade 3 departmentalized team (4 days/week); Calendar Change requests for 2-3 full days of non-attendance for Professional

Learning Opportunities to use student work/data to drive enhancement and modification of practice

Part 5 – Budget and Resource Alignment

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 Basic | X | Title IIA | | Title III | | Grants |
|---|----------|---|---------------|---|-----------|--|-----------|--|--------|

List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 15. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 16. Specify a timeframe for mid-point progress monitoring activities.

Grade-specific Performance tasks in literacy and math in January/February will be scored using the same scoring system as the MOSL and compared to the to fall MOSL scores, anticipating a 4% increase among the 10% of our lowest third to consider ourselves “on track” for meeting the goal regarding our students’ ability to craft extended responses. The same will be done after we administer Spring Benchmarks in ELA/Math from NYC Periodic Assessment selections

Part 6b. Complete in **February 2015.**

| | | | | | |
|-----|--|---|-----|--|----|
| 17. | Did the school meet the mid-point benchmark(s) in the timeframe specified? | X | Yes | | No |
|-----|--|---|-----|--|----|

18. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework 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

- | |
|---|
| <p>7. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). 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).</p> <p>8. Summarize your school’s strengths and needs relative to this Capacity Framework 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 sources.</p> |
|---|

| |
|--|
| <p>Based on a review of Advance data in June 2014, it was determined that while 100% of all teachers observed using the Danielson Framework for Teaching received overall ratings of Effective or Highly Effective, the ratings in Components 3b, 3c, and 3d received 79%, 76% and 83% respectively, and were the lowest of any of the components in the Framework. That resulted in establishing a school wide Instructional Focus and Professional Learning Opportunities that would address Domain 3 more specifically.</p> |
|--|

Part 2 – Annual Goal

| |
|--|
| <p>List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p> |
|--|

| |
|--|
| <p>By June 2015, 100% of the teachers being observed using the Danielson Framework for Teaching will receive high quality feedback and Professional Learning Opportunities that will result in 85% of teachers with an overall component rating of Effective or Highly Effective for Component 3c, Engaging Students in Learning</p> |
|--|

Part 3 – Action Plan

| Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: | Target Group(s) <i>Who will be targeted?</i> | Timeline <i>What is the start and end date?</i> | Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|--|--|---|---|
| <p>19. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</p> <p>20. 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).</p> <p>21. Strategies to increase parent involvement and engagement</p> <p>22. Activities that address the Capacity Framework element of Trust</p> | | | |
| Establish an instructional focus that includes student engagement | School community | June 2014- June 2015 | Teachers, supervisors, parents/guardians |
| Establish a Professional Development Team to coordinate Professional Learning Opportunities based on Advance data and teacher interest | All teachers | June 2014- June 2015 | PD team including representation of lower grades, upper grade, and Specialist constituencies, supervisors |

| | | | |
|---|-----------------------|--------------------------|---|
| Survey staff to determine Professional Learning Opportunities that will include offerings based on 3c as well as teacher interest | All teachers | September 2014-June 2015 | PD Team |
| Provide quality professional learning opportunities in Competency 3c on Mondays during Professional Learning time, Chancellor's Conference days, and Calendar Change days | All teachers | September 2014-June 2015 | Teachers leading PLOs, Network support staff, supervisors |
| Conduct observations using the Danielson Framework for Teaching | All eligible teachers | October 2014-May 2015 | Supervisors |
| | | | |
| Provide quality feedback on observed teacher practice via observation reports | All teachers | October 2014-June 2015 | Supervisors |
| Provide intervisitations for teachers to observe best practices | Selected teachers | October 2014-May 2015 | Selected teachers, supervisors |
| Revise instructional practices as an outgrowth of Professional Learning in 3c | All teachers | October 2014-May 2015 | All teachers |

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Human Resources: Teachers, Supervisors, Consultants, Data Specialist, Network support staff, Teachboost technical support staff

Instructional Resources: Teachboost and related links from its Resource Library; ARIS Learn Opportunities; Book Club books on Engagement (e.g. Total Participation Techniques; Advance

Schedule Adjustments: Scheduling Professional Learning Opportunities; Arranging for intervisitations; Calendar Change requests for 2-3 full days of non-attendance for Professional Learning Opportunities

Part 5 – Budget and Resource Alignment

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 Basic | X | Title IIA | | Title III | | Grants |
| List below any additional funding sources that will be utilized to support achievement of the goal. | | | | | | | | | |
| | | | | | | | | | |

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

23. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

24. Specify a timeframe for mid-point progress monitoring activities.

By the end of January 2015, graphs and timelines in Teachboost and/or Advance will be reviewed, anticipating a total of 80% of our teachers' observation data in Component 3c as Effective or Highly Effective for us to be "on track" for meeting this goal by June, 2015.

Part 6b. Complete in **February 2015.**

| | | | | |
|--|--|-----|----------|----|
| 25. Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | X | No |
| 26. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |
| Based on data in Teachboost/ Advance, 75% of our teachers' observation data are Effective or Highly Effective in component 3c. It should be noted that at the same point in time last year, 63% of our teachers' observation data in 3c were at the Effective or Highly Effective levels. This change (+22%) reflects significant growth, as a result of enacting the strategies noted above. We anticipate meeting our target and will continue to enact the action plan as designed, offering Professional Learning Opportunities in 3c. | | | | |

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework 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

9. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). 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).
10. Summarize your school’s strengths and needs relative to this Capacity Framework 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 sources.

As reflected in prior years’ SLT minutes, increasing parental involvement has been an ongoing area of concern. As a result, past SLTs and PTAs have continually sought to enhance the offerings that appeal to our overall parent body. They have been attentive and successful in doing so, but there is still a need for improvement. While we celebrate the large, enthusiastic, positive attendance at conferences, shows, assemblies, and school yard events the typical attendance at PTA meetings and most workshops average only 2-3% of our parent body at each event. The PTA is currently conducting significant and consistent family outreach via social media (e.g. Facebook, Twitter, Instagram, Parent Express, e-mail, text messaging, etc.). It is anticipated that this coupled with the action plan below will yield a desired increase in participation and attendance, creating a stronger connection between home and school.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, strong family and community ties will be evidenced by a 10% increase in school and community event offerings

Part 3 – Action Plan

| Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: | Target Group(s) <i>Who will be targeted?</i> | Timeline <i>What is the start and end date?</i> | Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|---|--|---|--|
| 27. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 28. 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). 29. Strategies to increase parent involvement and engagement 30. Activities that address the Capacity Framework element of Trust | | | |
| Offer welcoming opportunities for under-represented parent groups: New Pre-K parent breakfast, Dads Take Your Child to School Day | New parents and male role models | September 2014 | PTA, school staff, Bergen Beach Youth Organization; Network support staff |
| Parent Meet and Greet | All parents and guardians | September 2014 | All school staff, supervisors, PTA |

| | | | |
|---|------------------------------|---|--|
| Welcome Back to School Community Playground event | Community members | October 2014 | School yard Committee; school staff volunteers, Partnership with Children staff Lions Club, NYPD, local businesses |
| Conduct needs assessment via family and staff surveys to determine what offerings adults within the school community are seeking that would result in increased participation/involvement at school | Families and staff | September 2014-June 2015 every three months | PTA/ SLT |
| Broaden the offerings of family workshop series to add several academic family workshops in CCLS, Go Math! and new web-based intervention programs | School families | November 2014-June 2015 | PTA, school staff, Learning Leaders |
| Expand opportunities for families to become involved in school and Student Government community outreach to include Hasbro Toys, Save the Children, Family Zumba Nights, Family Movie Nights , PTA-sponsored assemblies | School and community members | September 2014-June 2015 | School staff, PTA, GenerationOn staff |
| Utilize dedicated Parent Involvement time , 40 minutes on Tuesdays, to increase parent awareness of student progress, academic and social expectations, and ways to assist their children | School families | September 2014-June 2015 | School staff |

Part 4 – Resources Needed

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|--|
| Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc. |
| Human resources: School staff, Partnership with Children staff, PTA, Lions Club, NYPD, representatives of local businesses, Learning Leaders |
| Instructional Resources: Websites, including but not limited to, engageny.org, Connect with Kids, Dream Box, SkillsTutor, Imagine Learning, Think Central, etc.; Core Curriculum materials |
| Schedule Adjustments: scheduling of PTA meetings alternating day/evening to accommodate family schedules, PTA/school calendar meetings to coordinate events, community school yard planning meeting time, workshops spread out across the year to be timely with specific student expectations and parent need, classroom schedule adjustments to participate in PTA-sponsored in-school events |

Part 5 – Budget and Resource Alignment

| | | | | | | | | | |
|--|----------|---|---------------|---|-----------|--|-----------|--|--------|
| 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 Basic | X | Title IIA | | Title III | | Grants |
| List below any additional funding sources that will be utilized to support achievement of the goal. | | | | | | | | | |
| | | | | | | | | | |

Part 6 – Progress Monitoring

| |
|---|
| Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: |
| 31. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. |
| 32. Specify a timeframe for mid-point progress monitoring activities. |

By the end of January 2015, school staff and PTA will review number of offerings as well as attendance sheets to evaluate impact of this action plan. It is anticipated that we will demonstrate an 8% increase in offerings by this point in the school year, to be "on track" for meeting our projected goal by June, 2015.

Part 6b. Complete in February 2015.

| | | | | |
|--|----------|-----|--|----|
| 33. Did the school meet the mid-point benchmark(s) in the timeframe specified? | X | Yes | | No |
|--|----------|-----|--|----|

34. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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| |
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Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

| Type of Academic Intervention Service (AIS) | Criteria for determining AIS services | Type of Program or strategy (e.g. repeated readings, interactive writings, etc.) | Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.) | When the service is provided (e.g. during the school day, before or after school, etc.) |
|--|--|---|--|--|
| English Language Arts (ELA) | All students performing in Levels 1 and 2 on corresponding Fountas and Pinnell Benchmark assessments and/or NYS ELA scores | <p>Within the classrooms, AIS is provided to targeted students through the use of flexible guided reading groups, Skillstutor, Leap Track, SRA, centers Audio books, Leap Pads, Mimio and Wilson as well as teacher created materials; students work with teachers, peers and individually to develop and explain, both verbally and in written form, their thinking about reading.</p> <p>Targeted students in the lowest third of Grades 3-5 will receive push-in support in the morning on a daily basis</p> | In-class AIS is provided small group or 1:1. | This support is provided during the school day. |
| Mathematics | . All students performing in Levels 1 and 2 on corresponding Go Math! pre-assessments and/or NYS Math scores | Within the classrooms AIS is provided to targeted students through the use of grade specific New York State mathematics books, Go Math! Rtl, Skillstutor, Leap Track, SRA, flexible small groups, and centers. These may be executed with the use of Mimio and teacher created materials; students in | In-class AIS is provided small group or 1:1. | This support is provided during the school day. |

| | | | | |
|---|---|---|--|--|
| | | all grades explore various mathematical topics. Students work with teachers and peers to explain verbally and in written form their thinking as it relates to understanding and solving math problems. | | |
| Science | Students not meeting Level 3 criteria on the Grade 4 ELSE 2014 receive small group and individual intervention from their classroom teacher, and Science cluster teacher, where applicable. | AIS in science is provided on an on-going basis during instructional time. Students not meeting the promotional criteria in science receive small group and individual intervention from their classroom teacher, and Science cluster teacher, where applicable. Use of SRA kits in science are available. | In-class AIS is provided small group or 1:1. | This support is provided during the school day. |
| Social Studies | Students are selected based on teacher identified need. | Teacher made assessments, and Pearson <i>History and Geography</i> unit assessments students are grouped for differentiated support. | In-class AIS is provided small group or 1:1. | This support is provided during the school day. |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | Students are selected based on identified need/IEP/at risk behaviors. | Guidance services are provided in various forms-- lessons and counseling, for at-risk students. In addition, students requiring Tier 2 intervention, per PBIS, can be recommended for Partnership with Children with guidance/SAPIS staff twice each school day. These services are provided by two (2) guidance counselors and one (1) SAPIS worker. Our school psychologist services students on an at risk basis only as needs arise and not for any extended length of time. | In-class AIS is provided small group or 1:1. | These supports are provided during the school day. |

| | | | | |
|--|--|--|--|--|
| | | <p>Our school social worker offers educationally related support services (ERSS) to general education students in Grades K-5 to assist them in overcoming academic, social, or emotional difficulties. This intervention aids students in resolving issues so they can improve academically and socially.</p> <p>Students who have asthma receive individual and small group sessions 1-3 times a year with our school nurse.</p> | | |
|--|--|--|--|--|

Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. 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.

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

- Teachers meet in grade teams to generate grade-specific comprehension focuses for reading instruction based on the needs they were noting among students. They align that instruction with the CCLS.
- Teachers and supervisors track students' progress on benchmarks, NYC ELA Benchmarks and academic assessments to evaluate the effectiveness of the strategies/activities and determine whether additional supports are necessary.
- Teachers in Grades 3-5 meet in grade and cross-grade teams to analyze data for trends to generate grade-specific focuses for instruction based on the needs they noted among students. They align that instruction with the CCLS.
- Teachers and supervisors track students' progress on Chapter/Unit assessments to evaluate the effectiveness of the strategies/activities and determine whether additional supports are necessary. Specific attention is given the major clusters in mathematics, as reflected in the CCLS.
- Involvement of PPT (Pupil Personnel Team) to address higher level at-risk behaviors as soon as possible and presentations by SAVE room teacher at staff conferences outline progress towards reducing numbers of suspensions/removals. When student focused is maintained on the tasks at hand, the better able students will be to meet the expectations of the CCLS.
- Paraprofessionals are included in all professional development sessions offered to teachers to ensure that they have equal access to the most current approaches to student attainment of the CCLS.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

The Pre-K curriculum at P.S. 203K is aligned with the Pre-K CCLS in literacy and mathematics, and it is implemented with awareness of child developmental stages for 3-4-5 year olds. Our Pre-K teachers are participating in the Work Sampling System this year, with three (3) teachers participating in Year 2 implementation and two (2) teachers beginning implementation for the first time this year. They are focusing on the domains that will allow them to identify student strengths and offer supports in areas where more attention would be beneficial. Our Pre-K teachers are also part of our Core Knowledge implementation so they can become familiar with the expectations in ELA across grades. This enables them to see their role in setting the foundation for the work yet to come. As the school year progresses into the spring, transition events are planned where families of Pre- K aged students are given the opportunity to visit with our Kindergarten classes. Kindergarten teachers speak to parents before taking a tour of the classrooms and seeing “a part of the day in the life of a kindergartner.”

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.

Our Teacher Teams selected the curriculum materials in ELA and Mathematics that we are currently using. That selection was based on our assessment data at the time and the implications of that data on what would best serve our students. Embedded in each of these programs were opportunities for ongoing assessments. The teachers have also met to create pacing calendars, ensuring that the curriculum would be covered in a timely manner, allowing for assessments to be conducted and monitored. This school year, our SLT agreed to fund one class on Grade K to pilot full Core Knowledge implementation in addition to the current curriculum offerings in Grade K. In addition, our Measures of Student Learning team (consisting of 6 teachers and 2 administrators) met several times to select assessments in ELA and Math that could capture student growth between the fall and spring. Following the fall assessments, Teacher Teams disaggregated the data and conversations ensued to determine what implications the results had for our current instruction. Supervisors are active either as participants or presenters at all professional learning opportunities surrounding curriculum.

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide

plan (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 Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.) | Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan. | |
|--|--|---|--|---------------------------------|
| | | | Column A Verify with an (X) | Column B Page # Reference(s) |
| Title I Part A (Basic) | Federal | \$534,774 | X | |
| Title I School Improvement 1003(a) | Federal | | | |
| Title I Priority and Focus School Improvement Funds | Federal | | | |
| Title II, Part A | Federal | \$141,758 | X | |
| Title III, Part A | Federal | \$11,200 | X | |
| Title III, Immigrant | Federal | | | |
| Tax Levy (FSF) | Local | \$3,358,479 | X | |

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** 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 average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

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

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** 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 is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **P.S. 203K, Floyd Bennett School**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **P.S. 203K, Floyd Bennett School** will support parents and families of Title I students by:

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact (SPC)

P.S. 203K, Floyd Bennett School, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

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: Floyd Bennett School | DBN: 22K203 |
| This school is (check one): | |
| <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below) | |

| Part B: Direct Instruction Supplemental Program Information |
|---|
| The direct instruction component of the program will consist of (check all that apply): |
| <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy |
| Total # of ELLs to be served: 30 |
| Grades to be served by this program (check all that apply): |
| <input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 |

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 2
of content area teachers: 0

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:

A Title III program will run from November 19-April 23. It will include 2 groups of about 15 students after school 2 days a week (Wednesdays and Thursdays) for 2 hours each day (2:20-4:20). The students were selected because they are either current ELLs or former ELLs. This program will be offered to the current grade 2-5 ELL students and the grade 2-5 Former ELLs from the past 2 years. This student group includes newcomers as well as long term ELLs, some with IEPs. The classes will be taught in English by a certified ESL teacher using ESL methodologies, including differentiation, modeling and scaffolding. The classes are formed by grade. One class is for grades 2 and 3. The other class is for grades 4 and 5. ESL scores range on the NYSESLAT from beginner to advanced. Supplies will be purchased to help increase the ELL's skills in listening, speaking, reading and writing. Supplementary materials to be purchased with the Title III funds are leveled books in different content areas, including math. The name of the book is called New York ELLs by Continental. We also purchased kits with sets of guided reading leveled books by Sundance. These materials will guide the instructional activities of the class. The goal is to improve the reading, math and NYSESLAT scores.

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:

It is planned that the Title III teachers will be given the opportunity for professional learning throughout this time period. Mainstream teachers, who have ELLs within their classes, participate in staff development at staff meetings, grade meetings and Teacher Team meetings throughout the year. They are informed of the new techniques and strategies to be able to help the ESL students in their classrooms. This is supplemental to the general school professional learning opportunities. To address the professional learning specific to this program, Title III will pay for the per diem costs to cover the teachers (offering the instruction in our Title III program) to receive a half day professional learning opportunity on the materials and supplies they have received presented by the vendor, Sussman Sales. The remainder of the day will be used to articulate with the classroom teachers of the students who

Part C: Professional Development

are registered in the Title III program. In addition, once a week for a half hour outside of the hours of the program, teachers will look at student work to set goals for the following weeks.

The entire staff 45 minutes per month during the school day September-June
Monthly Grade conferences, focusing on entry points for literacy and math tasks September-June
Making Meaning (Grades K-5)
Skills Tutor (Grades K-5) September-June
Implementation of Imagine Learning (an intensive online AIS Language Arts program for selected ESL students)

Consultants will continue to be accessed in addition to lead teachers and CFN support staff to provide professional learning for our staff in literacy and mathematics as well. Through their in class demonstration lessons, collaborative planning, and mentoring, they will assist us in ensuring that the implementation of the Common Core Curriculum is of high caliber.

Grade meetings and teacher team meetings for K-5 will occur throughout the year and topics are differentiated based on a variety of factors like student needs, content area development, etc. Presenters are teachers, administrators or consultants, each selected for their area of expertise.

Ongoing scaffolding of professional learning in Writing will focus on using accrued data to inform instruction and set goals. Inter-visitations, modeled lessons, collaborative planning opportunities and curriculum planning are also part of our PD plan.

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:

Our parent coordinator or other qualified staff member will be presenting one to two 45-minute workshops in the winter (tentatively on February 4, 2015 and March 4, 2015), specifically welcoming the parents of ELL students on how to best navigate community resources (based on information gathered in a Title III parent needs survey), as well as learning how to navigate programs on the Internet. The programs include Dream Box, SkillsTutor, and Think Central (and in some cases Imagine Learning). These are all internet-based systems to follow through on prescribed work in ELA and Math. Parents will be notified via written notifications in their native languages. Mrs. Ilka Selby is a bilingual para who is available to speak to parents in Spanish during and after school. She is available to translate when a parent only speaks Spanish and needs the comfort in speaking in their native language. A second paraprofessional, Gina Sauveur will be available for parents who speak Haitian Creole for the Haitian-speaking parents. Most of the parents who speak languages other than English speak Spanish or Creole. Additionally, we also have some parents who speak Urdu and Arabic.

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

| 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 | n/a | _____ |
| Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. | n/a | _____ |
| Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. | n/a | _____ |
| Educational Software (Object Code 199) | n/a | _____ |
| Travel | n/a | _____ |
| Other | n/a | _____ |
| TOTAL | \$11,200 | _____ |

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 quality ELL programs. 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 CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, 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, hold your cursor over the [i](#).

Part I: School ELL Profile

D. School Information [i](#)

| | | |
|----------------------------------|-------------------------|--------------------------|
| District 22 | Borough Brooklyn | School Number 203 |
| School Name Floyd Bennett | | |

E. Language Allocation Policy Team Composition [i](#) 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 ESL teacher, and one parent.

| | |
|--|---|
| Principal Lisa Esposito | Assistant Principal Brian Sadowski |
| Coach type here | Coach type here |
| ESL Teacher Sheryl Cohen | Guidance Counselor Lori Skunca |
| Teacher/Subject Area Angeline Victor/ IEP | Parent Marcia Rogers Lewis |
| Teacher/Subject Area type here | Parent Coordinator Julianna Primo |
| Related Service Provider Faigi Ackerman/Speech | Other type here |
| Network Leader(Only if working with the LAP team) type here | Other type here |

C. Teacher Qualifications

Please 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 ESL teachers currently teaching in the ESL program. | 1 | Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program | 0 | Number of teachers who hold both content area and ESL certification | 0 |
| Number of certified bilingual teachers currently teaching in a bilingual program | 0 | Number of certified NLA/foreign language teachers | 0 | Number of teachers who hold both a bilingual extension and ESL certification | 0 |
| Number of certified ESL teachers <u>not</u> currently teaching in the ESL program | 0 | Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification | 0 | Number of special education teachers with bilingual extensions | 0 |

D. Student Demographics

| | | | | | |
|--|------------|----------------------|-----------|---|--------------|
| Total number of students in school (Excluding Pre-K) | 778 | Total number of ELLs | 53 | ELLs as share of total student population (%) | 6.81% |
|--|------------|----------------------|-----------|---|--------------|

Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

This school offers (check all that apply):

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

| ELL Program Breakdown | | | | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Tot # |
| Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%) | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| Dual Language (50%:50%) | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| Freestanding ESL | | | | | | | | | | | | | | |
| Pull-out | 1 | 1 | 1 | 1 | 2 | 2 | | | | | | | | 8 |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| Total | 1 | 1 | 1 | 1 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|----|--|----|--------------------------------|---|
| All ELLs | 53 | Newcomers (ELLs receiving service 0-3 years) | 44 | ELL Students with Disabilities | 8 |
| SIFE | 0 | ELLs receiving service 4-6 years | 9 | Long-Term (completed 6+ 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. [i](#)

| | ELLs by Subgroups | | | | | | | | | Total |
|---------------|-------------------|------|-----|------------------|------|-----|------------------------------------|------|-----|-------|
| | ELLs (0-3 years) | | | ELLs (4-6 years) | | | Long-Term ELLs (completed 6 years) | | | |
| | All | SIFE | SWD | All | SIFE | SWD | All | SIFE | SWD | |
| TBE | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Dual Language | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| ESL | 44 | 0 | 5 | 9 | 0 | 3 | 0 | 0 | 0 | 53 |

| ELLs by Subgroups | | | | | | | | | | |
|---|------|-----|------------------|------|-----|------------------------------------|------|-----|-------|----|
| ELLs (0-3 years) | | | ELLs (4-6 years) | | | Long-Term ELLs (completed 6 years) | | | Total | |
| All | SIFE | SWD | All | SIFE | SWD | All | SIFE | SWD | | |
| Total | 44 | 0 | 5 | 9 | 0 | 3 | 0 | 0 | 0 | 53 |
| Number of ELLs who have an alternate placement paraprofessional: <u>0</u> | | | | | | | | | | |

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

| 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 |

| 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 for Dual Language Programs Only

| | | |
|--|---|-----------------------|
| Number of Bilingual students (students fluent in both languages): ____ | Number of third language speakers: ____ | |
| Ethnic breakdown of EPs (Number): | | |
| African-American: ____ | Asian: ____ | Hispanic/Latino: ____ |
| Native American: ____ | White (Non-Hispanic/Latino): ____ | Other: ____ |

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|----------|-----------|----------|-----------|-----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|
| Spanish | 1 | 5 | 1 | 2 | 1 | | | | | | | | | 10 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | 1 | | | | | | | | | | 1 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | 2 | 2 | | 1 | 1 | 1 | | | | | | | | 7 |
| Arabic | | | 1 | | 1 | 1 | | | | | | | | 3 |
| Haitian | | 7 | 4 | 6 | 11 | 2 | | | | | | | | 30 |
| French | | | | 1 | | | | | | | | | | 1 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | 0 | 1 | 0 | 0 | 0 | 0 | | | | | | | | 1 |
| TOTAL | 3 | 15 | 6 | 11 | 14 | 4 | 0 | 53 |

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|-----------------|----------|-----------|----------|-----------|-----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|
| Beginner(B) | 0 | 1 | 0 | 4 | 2 | 1 | | | | | | | | 8 |
| Intermediate(I) | 1 | 8 | 2 | 3 | 4 | 0 | | | | | | | | 18 |
| Advanced (A) | 1 | 4 | 4 | 4 | 4 | 3 | | | | | | | | 20 |
| Total | 2 | 13 | 6 | 11 | 10 | 4 | 0 | 46 |

NYSESLAT Modality Analysis

| Modality Aggregate | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|--------------------|-------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|
| LISTENING/ | B | 0 | 1 | 0 | 4 | 2 | 1 | | | | | | | |

NYSESLAT Modality Analysis

| Modality Aggregate | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---------------------|-------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|
| SPEAKING | I | 1 | 8 | 2 | 3 | 4 | 0 | | | | | | | |
| | A | 1 | 4 | 4 | 4 | 4 | 3 | | | | | | | |
| | P | 1 | 2 | 0 | 0 | 4 | 0 | | | | | | | |
| READING/ WRITING | B | 0 | 1 | 0 | 4 | 2 | 1 | | | | | | | |
| | I | 1 | 8 | 2 | 3 | 4 | 0 | | | | | | | |
| | A | 1 | 4 | 4 | 4 | 4 | 3 | | | | | | | |
| | P | 1 | 2 | 0 | 0 | 4 | 0 | | | | | | | |

NYS ELA

| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Total |
|-----------------------|---------|---------|---------|---------|-------|
| 3 | 63 | 30 | 9 | 1 | 103 |
| 4 | 36 | 68 | 25 | 5 | 134 |
| 5 | 54 | 70 | 26 | 16 | 166 |
| 6 | | | | | 0 |
| 7 | | | | | 0 |
| 8 | | | | | 0 |
| NYSAA Bilingual (SWD) | | | | | 0 |

NYS Math

| Grade | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
|-----------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | English | NL | English | NL | English | NL | English | NL | |
| 3 | 56 | | 36 | | 11 | | 5 | | 108 |
| 4 | 55 | | 54 | | 23 | | 5 | | 137 |
| 5 | 85 | | 38 | | 30 | | 13 | | 166 |
| 6 | | | | | | | | | 0 |
| 7 | | | | | | | | | 0 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual (SWD) | | | | | | | | | 0 |

NYS Science

| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
|---|---------|----|---------|----|---------|----|---------|----|-------|
| | English | NL | English | NL | English | NL | English | NL | |
| 4 | 6 | | 15 | | 61 | | 55 | | 137 |
| 8 | | | | | | | | | 0 |

| NYS Science | | | | | | | | | |
|-----------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| NYSAA Bilingual (SWD) | | | | | | | | | 0 |

| New York State Regents Exam | | | | |
|------------------------------|----------------------------|-----------------|-----------------------------|-----------------|
| | Number of ELLs Taking Test | | Number of ELLs Passing Test | |
| | English | Native Language | English | Native Language |
| Comprehensive English | | | | |
| Integrated Algebra | | | | |
| Geometry | | | | |
| Algebra 2/Trigonometry | | | | |
| Math _____ | | | | |
| Biology | | | | |
| Chemistry | | | | |
| Earth Science | | | | |
| Living Environment | | | | |
| Physics | | | | |
| Global History and Geography | | | | |
| US History and Government | | | | |
| Foreign Language | | | | |
| Other _____ | | | | |
| Other _____ | | | | |
| NYSAA ELA | | | | |
| NYSAA Mathematics | | | | |
| NYSAA Social Studies | | | | |
| NYSAA Science | | | | |

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

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

12. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

The school uses Fountas and Pinnell to assess the students' reading levels and growth. New ELLs are not readers or they score low but after some time they start to catch up to the other students, especially in the earlier grades. These benchmark scores give teachers a level that they can work with. They can strive to have the students reach higher levels for the next testing period. The data that this

generates, on a tracking sheet, helps the ESL teacher to see her students' current levels. She then works on letter recognition, phonics and sight words for the newcomers and younger grades to help with their reading skills. The ELL student in kindergarten is a non reader as of the October dates. At the beginning of kindergarten the children are emerging. It is expected that by January on level students will score on levels B and C. The seven first grade ELL students scored between -A and D. There were 2 non readers, 2 B readers, 2 C readers and a D reader. In the beginning of grade 1 the children are supposed to be on levels C and D so 3/7 (42%) of the first grade ELL students fall right into that category. In grade 2, of the 7 students, there are 2 non readers, 1 D, 2 I and 2 K. In the beginning of grade 2 the children should be between I and J so 4/7 (57%) fall correctly. Of the 15 ELL students in grades 1 - 2, 7/14 or 50% are on the appropriate level for this time of year.

13. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

The LAB-R in Kindergarten shows that some students don't speak English at all and some do but are not quite ready to score out. There are also some tested who were in PreK who do very well because they had a year of school already. The ones who don't pass need help with vocabulary and phonics skills. They need to be prepared for the NYSESLAT the following spring. The LAB-R is harder as the student is in higher grades. They are required to read and know grammar and vocabulary. It is easier to reach advanced on the LAB-R for Kindergarten than it is for the upper grades. Our Teacher Teams consider this when setting team goals. Each year we have more students in the advanced levels of the NYSESLAT. This year there were some students who got proficient in 3 out of 4 of the subtests, which kept them in the ESL program but at an advanced level. 6/7 or 85% of the students who remained in the Beginner level were newcomers in the spring or have IEPs. 18 students progressed to a new level (34%).

14. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Over the past years the NYSESLAT scores show a pattern of strength in the speaking skills, with the lowest scores in writing. The ESL teacher works on these modalities to strengthen the students' skills as well as the listening and reading modalities. The ESL teacher is involved in analyzing the students as individuals and as groups to see what needs should be addressed. Instructional decisions are based on the levels of the groups the teacher has. Patterns across proficiencies and grades are that the student does better each year. The student does better as he gets older in most cases. It may be easy to reach advanced levels but to attain proficiency in the total test is more difficult. A score of almost perfect in each of the four tests is required which is not an easy thing to do even for the native English speaking student. The ESL teacher will focus more on non fiction stories and writing in reference to these stories. This will help better prepare the students for those subtests on the NYSESLAT. This year we do not have the RNMR report which broke down the test by subtests. So we do not know how the students did in each subtest. In the NYSESLAT chart there is no space to show the proficient number so the numbers may not be equal in the different charts. There were 53 students and 7 were proficient (13%).

15. For each program, answer the following:

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

State tests are taken in English with the native language tests and glossaries on the side to help with those who need translations, if it is available, if the student wants it. We learn from the state tests and Periodic Assessments that the students are learning even if it may be at a slower pace than the rest of the class. These tests given two or three times a year show the strengths and weaknesses of the student. The ESL teacher uses these results to help plan instruction and articulates with the school leadership and teachers of her students about the Periodic Assessments to help them plan instruction too. This is a good measurement to show that the ESL program is successful. The children who are here a few years do as well as the mainstream students on the state exams. Those who need extra help are offered after school programs. Those who do poorly on the state exams may be offered summer school. The native language is not used in the instruction of the students.

16. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Data is collected from baseline assessments in literacy and math through Fountas and Pinnell benchmarks and NYCDOE benchmarks in reading and math. Ongoing progress is monitored with Skills Tutor, Ready NY, teacher observations and conferences. Pre/post assessments will monitor how the students are growing with instruction. Some of the services provided are extended day in the morning, class intervention with Balanced Literacy, Wilson Foundations, Expeditionary Learning, following the CCLS, using the Go Math! curriculum. The ELL students have all these services available to them plus the pullout ESL program. We also will place students in a lower grade for literacy to be able to catch up on the English skills and vocabulary. ELL students who are within Tier 2 and 3 are serviced according to our RTI policy.

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

Parents inform the ESL teacher or their child's teacher if anything needs to be considered in the second language development. They may do this during registration or parent teacher conferences. Children are taught keeping in mind using ESL methodologies

because it is their second language development. Instructions may need to be repeated, modeled and scaffolded because they may not know what to do right away when instructed the first time. When the teacher models what the student needs to do, he can understand it better. When it is scaffolded it is learned by steps.

18. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?

N/A

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

Part of evaluating the success of an ESL program is looking at the Annual Yearly Progress (AYP). Did the students go from a lower level of proficiency to a higher level on the NYSESLAT? Did the child score higher even if he stayed in the same level? The ESL teacher looks at the reports and looks to see that the students were more successful this year than the previous year. Even if the level stayed the same the student has achieved more correct answers each year. We have seen a growth in the total score. A child may not pass the NYSESLAT only because there is one subtest that he/she didn't pass. Those are the areas we look to work with more strenuously. Since this year the NYSESLAT was changed and is still changing, it is hard to compare the yearly test scores exactly. We had 7 children who were proficient (13%), 16 in advanced (30%), 19 who moved from a lower level to a higher level (35%). Those who scored in beginner level were mainly students with IEPs and children who came in the spring from their country without knowing English at all.

Part IV: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

11. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

The ESL teacher, Sheryl Cohen, serves as the ESL testing coordinator for the school. The LAB-R is a test administered based on the questions from the Home Language Identification Survey (HLIS). The HLIS is translated into nine languages. It is a survey, filled out by a parent/guardian, to indicate the language spoken by the child at home. Which language is used with family and relatives? Which language does the child read and write? The informal interview is conducted during registration by the ESL teacher or another licensed trained pedagogue. It is initially conducted in English. One of the translated versions may be given to the parents with the help of a bilingual pedagogue, our IEP teacher, who is Ms. Victor and speaks Haitian Creole, which is what most of our students speak. The LAB-R is given by Sheryl Cohen, the licensed ESL teacher, to a student who speaks another language based on the HLIS, which she reviews first. This means of the eight questions listed the parent/guardian wrote another language for at least three of them. Mrs. Cohen speaks with the child as an informal interview to see if the child may need services and should be tested. This is for only newly enrolled students into a New York City School System and within 10 days of admission. The Spanish LAB is administered afterward to our newly Spanish speaking ELL students by Mrs. Cohen with the help of Julianna Primo, our Spanish speaking Parent Coordinator.

12. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

After the fall testing is complete, which is usually the third week of school, the parents/guardians of the new students are invited by the ESL teacher, Mrs. Cohen, to an orientation with the ESL teacher where a video, available in many languages, is shown describing the three program choices: ESL, Dual Language and Transitional Bilingual.. This is an opportunity to ask questions about the school and its programs. Parent handbooks are available. Parents fill out the Survey and Program Selection form. On this form, parents have the option to request a bilingual or dual program. Since we do not offer these programs in this school, parents have the option to transfer to another school with these programs. Most of the time parents select ESL. We have researched the DOE website, the enrollment office and OELL resources to locate other schools with dual language and bilingual programs. If the parents do not attend the orientation, which happens most of the time, then the survey and handbook is sent home with the child. The ESL

teacher follows up on getting the surveys returned. If a bilingual or dual language program would come available the ESL teacher would contact those parents who requested it on their forms, which are kept by the ESL teacher.

13. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

Within the first ten days of school the ESL teacher, Mrs. Cohen, hands out Continued Entitlement letters to those returning to the program from last year. Those who do not pass the NYSESLAT are automatically in the ESL program the following year. ATS reports like the RLAT show entitled and non entitled students. Admission reports show the new admits with their language code to help assist with determining who to look at. Sometimes those codes need to be corrected. This is because the ESL teacher looks through the HLIS to determine language codes and therefore may find that some students may be coded differently by the secretary entering the new students to the system. Those new admits who fail the Lab-R receive Entitlement and Placement papers and a Parent Survey/ Program Selection form. All copies of these forms are kept in the ESL classroom available if necessary. In many cases parents do not return the forms signed and they may be sent out again. There are some parents who don't return papers no matter how many times they are sent out.

14. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

New parents to the school are invited to an orientation if their child has failed the Lab- R. Of the three choices in the city, P.S. 203 only has a freestanding ESL program. Parents are told that the students who fail the Lab-R are placed in this program. Parents fill out a survey choosing between ESL, Dual Language and Bilingual. If they choose Dual Language or Bilingual we tell them at this orientation that it is not available here, but will let them know if it becomes available to our knowledge. All surveys and communications are available in translations for those who need it. The video describing the 3 programs are in all languages if the parents need it. Placement letters are given out to show that their children have been placed into the ESL program. Records are maintained in a file by the ESL teacher. Continued entitlement letters are distributed and maintained the same way. The ELPC screen is updated within 20 days of school, or a new student coming in.

15. 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 students in the ESL program are given the 4 parts of the NYSESLAT. The ESL teacher administers it to all her students. The test is kept in a secure location each day. The RLAT is reviewed monthly to make sure all students are serviced. There is an ATS report, called the RLAT, that determines eligibility of NYSESLAT. The ESL teacher organizes the preslugged grids to ensure there is one for each student for each subtest. Whatever is missing is filled out by the ESL teacher so each student has the right amount of grids.

16. 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? (Please 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? Describe specific steps underway. [①](#)

The ESL teacher goes through all the papers returned by the students and makes a chart for parent choice selection. Parents mostly choose ESL (90%). It is explained to the parents that they would have to find another school if they wanted the other programs. The parents want to keep their children in P.S. 203 so they accept what we have. The trend is that more parents are selecting ESL than before. The other programs are so unfamiliar to them.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (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])?

P.S. 203 has a pull-out ESL program. It is created each year based on the NYSESLAT scores and LAB-R tests. The teacher creates a list of students from these scores. The teacher makes a list dividing the students up by grades and levels. Students are grouped according to grade and proficiency levels when possible. Some groups are heterogeneous and some are homogeneous depending on the grade and the numbers. The ESL teacher is working alone with all the grades in the school from kindergarten through fifth grade. There are three lunch periods. Groups have to be made to fit into the daily and weekly schedule.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

The ESL teacher makes a list of her ELL students. A schedule is made so those who are beginners and intermediates receive 360 minutes per week. The advanced students receive 180 minutes per week. The ESL teacher includes content area subjects in the lessons, including math, science and social studies. The lessons also include ELA content instruction such as main idea, sequence, problem and solution, cause and effect, character traits, etc. Of course much more ELA content is delivered in their classroom because they are with the classroom teacher more time during the day than with the ESL teacher. We have no Native Language Arts classes so there are no instructional minutes in the native language .
3. Describe how the content areas are delivered in each program model. Please 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.

All instruction is delivered in English. Teacher uses differentiated instruction to help the ELL children. Children may be paired with other students to help and support them. Lessons are scaffolded and modeled. Lessons are reviewed on another day. Some of the materials used are guided reading books, NY Content Reading, Phonics, Amazing English, New Heights, Comprehension Strategies Kit, Leap Pad, and Best Practices in Reading. A lot of these books come in many levels so they can be used on the different grade and reading levels. Some of these materials were created to be in alignment with the Common Core Learning Standards.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

The ELLs are not evaluated in their native language throughout the year. We do not have a bilingual program or bilingual teachers to be able to do that.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

The ESL teacher works on all four modalities throughout the year to ensure complete acquisition of English. The Periodic Assessment given twice a year, fall and spring, evaluates the students on the four modalities as well as give the students practice with the kinds of questions the NYSESLAT will ask. There is also an abridged version of the NYSESLAT that is available before the test the students take to help evaluate where their strengths and weaknesses are in the four modalities. Students practice their listening skills when sitting in class listening to a lesson. They have a chance to use their speaking skills when answering questions which shows that they were listening. They also turn and talk to their neighbor which works on listening and speaking. Students are asked to read articles or parts of stories and then have to work with that material. This shows their reading and writing skills at

work. Students often have writing pieces that they work on which develops their writing skills.

6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

We do not have any SIFE students or long term ELLs. Newcomers, beginners and intermediates receive 360 minutes a week where the 4 modalities are introduced and continuously worked on. Students who are in the program many years, 4-6 years, and are in the advanced level will keep practicing and modifying their skills in their 180 minutes. Working on reading and writing with fiction and non fiction materials creatively is ongoing. Children who pass the NYSESLAT, the former ELLs, still get additional time for the state tests for 2 years and are tested with the ELL students. So they continue to get time and a half in a smaller group for two extra years after passing the NYSESLAT. This gives them more time to grow in confidence. The ESL teacher often articulates with the teachers to see how the former ELLs are doing.

7. 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?

Leveled books and workbooks are used as materials to access academic content. Modeling and scaffolding are instructional strategies used to help understanding and accelerate language development. Because the children are in small groups they are comfortable to ask questions and respond with creative answers. Students are able to use the computer for Waterford and Star Fall programs. This helps with their phonics skills for low level readers. Teachers have Leap Pads in their rooms for students to receive more vocabulary enrichment. This comes with multi level books. These materials are all in English to accelerate English language acquisition. We do not have materials in the native languages. The IEPs are reviewed by the classroom teachers, the speech and occupational therapists to ensure that the mandates are correct.

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

Students get extra help from volunteers and their teachers whenever possible. Students are placed in the least restrictive environment to meet their needs. They are placed first within a general education setting with 2 teachers, one being a special education teacher. They are also flexibly programmed in a general education settings for subjects where that is appropriate if they do get placed in a self contained setting. This all happens before the student is placed full time in a self contained class setting.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

| Class/Content Area | Language(s) of Instruction | Class/Content Area | Language(s) of Instruction |
|-----------------------|----------------------------|--------------------|----------------------------|
| Native Language Arts: | | | |
| Social Studies: | | | |
| Math: | | | |
| Science: | | | |
| | | | |
| | | | |

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

| | | | | |
|--|--|--|--|--|
| | | | | |
| | | | | |

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

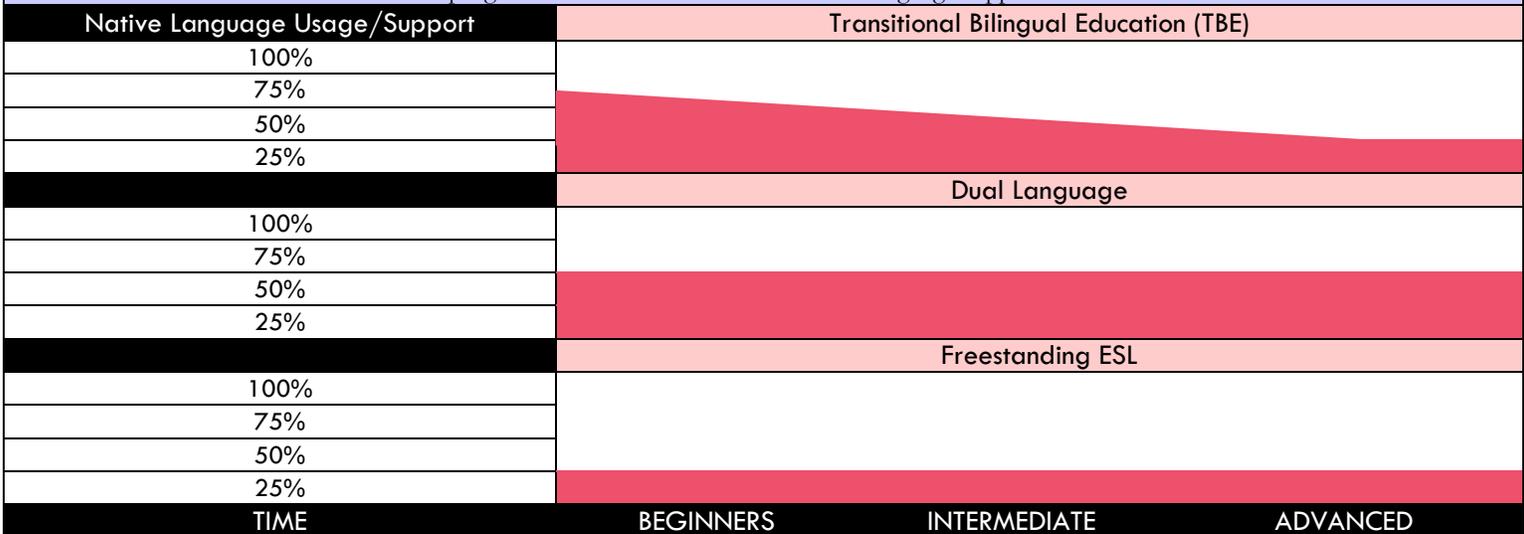
| | Beginning | Intermediate | Advanced |
|---|----------------------|----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 | | | 180 minutes per week |
| FOR TBE /DL PROGRAMS: Native Language Arts | 45 minutes per day | 45 minutes per day | 45 minutes per day |

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

| | Beginning | Intermediate | Advanced |
|---|----------------------|----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 540 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 | | | 180 minutes per week |
| FOR TBE /DL PROGRAMS: Native Language Arts | 45 minutes per day | 45 minutes per day | 45 minutes per day |

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please 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.

Our intervention program is extended day time. Children requiring extra help in Math and ELA come to extended day, before the school day starts in the morning. Services are always delivered in English. Many of the ELL students are in extended day. Other intervention programs we use are: Skills Tutor, Wilson Foundations and Soar to Success.

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

The teachers know which students in their classes are ELL students. These students are pulled by the ESL teacher, so they should be very aware of who these students are. In the ESL class the children are in a small class. Any extra time the children have to use their skills is beneficial. The students read articles in science and social studies content. They are in a setting where they can openly discuss how they feel about certain topics. This fosters language development, being able to practice the skills they have learned throughout the day and year.

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

ELL students are offered whatever programs are available. Due to budget constraints there may not be any new programs. We do have ongoing programs such as: Waterford, Leap Pad, Leap Track, and Skills Tutor for reading. We have Math Fact fluency, and Skills Tutor for math. We have flexible grouping, shared reading, and read aloud following science and social studies lessons.

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

We are not discontinuing any of the current programs.

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

We have a Title 3 after school program offered to our ELLs in grades 2-5, as well as the former ELLs for 2 years. Parents of the ELLs get a letter inviting their child to the after school program. This is for four days usually for a few months. Content areas such as Math, Science and Social Studies are taught. We usually get most of the grades 2-5 students to participate. ELLs and former ELLs also receive time and a half on state tests. Former ELLs have this as additional support for 2 years after attaining a proficiency level on their NYSESLAT. There is another after school program where the ELLs as well as their peers are invited. It is called OST.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Instructional materials include: Leap Pad Library, Carousel of Ideas, Journeys English Language through Science, Fairy Tale and Folktale Big Books, New Heights Reading Program, Flash grammar books, Rigby leveled books and leveled workbooks such as: Speedy Spelling, Math Options, Hit the Ground Running, Just Right Reading, Math and Literature Connections, Approach and Connect Math, Connecting Vocabulary, Creative Ideas, Finish Line for ELLs and Writing Thesaurus. These books include the different content area subjects as well as different levels. This enables the ELL teacher to teach a variety of subjects at a variety of different levels. This does not include any native language materials.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

We offer the ELL students test translations on the state tests, if available as native language support. We offer native language glossaries to assist on the tests. These are similar to dictionaries but there is no definition, just translations.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?

When children get additional support or resources they are pulled with children their age, on their grade.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

We don't have programs before school starts. ELLs who enroll throughout the year are included in the offering of the optional after school program. They come to extended day in the morning so they can work in small groups and get more help in reading and math.

18. What language electives are offered to ELLs?

We do not have language electives.

19. For schools with dual language programs:

- How much time (%) is the target language used for EPs and ELLs in each grade?
- How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- How is language separated for instruction (time, subject, teacher, theme)?
- What Dual Language model is used (side-by-side, self-contained, other)?
- Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time

(simultaneous)?

N/A

C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

Mainstream teachers have monthly professional development at our faculty meetings (9/3, 10/24, 11/21, 12/19, 1/30, 2/27, 3/27, 4/24, 5/29) throughout the year. Faculty meetings include the whole staff, school based support team, principal and assistant principal. They are informed of the new techniques and strategies to be able to help ELL students in their classrooms. Meetings usually touch upon all content areas. Sometimes the ESL teacher adds into the faculty notes information she has learned at her meetings. The guidance counselors sometimes speak about topics that are ongoing, such as abuse and bullying. Information and notes from the meetings are also seen by the secretaries and parent coordinator. These two groups have their own meetings that they go to outside the school too. Our parent coordinator, Julianna Promo attended a series of meetings where she became a Certified Interpreter for school districts. She is fully able to communicate in oral and written Spanish. The ESL teacher goes to monthly meetings (10/8, 11/6, and more to come) to learn and be able to articulate to the other teachers about differentiated instruction and new planning strategies for CCLS. She also goes to any OELL workshops that are local and are on an appropriate topic, such as 11/5, Election Day. The ESL teacher invites the teachers to come to her room to articulate about their students and discuss new strategies for those who need extra help. In addition, the ESL teacher offers suggestions to staff regarding entry points for ELL students for literacy and math tasks. This is part of the 7.5 hours of training. Attendance is recorded at all meetings. The ESL teacher supports the staff by giving information about their new ELL students when they move from one grade level to the next. She hands out translated versions of middle school choice applications and helps with deadlines.

D. Parental Involvement

7. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
8. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
9. How do you evaluate the needs of the parents?
10. How do your parental involvement activities address the needs of the parents?

Our parent coordinator is available for parents with questions about our school and programs. She speaks Spanish and helps to make our Spanish speaking parents more comfortable. They call her when they have questions because they can speak to her in Spanish and feel good. A packet of school information is given out to the newly enrolled ELL students in English and their language. The ELL teacher works closely with the parent coordinator to ensure the new families are invited to tour the school and have a meeting to introduce them to the school and its programs. There are also Creole speaking staff members to help with translations for families who speak Haitian Creole. We always have our ears open so whenever there are programs in the area for parents we invite them to attend. Our Occupational Therapist speaks Russian which has been very helpful for our Russian family in the school.

A translation survey is given out to all families who speak another language. The parents have the option to receive school information, report cards, and other information in their own language. We give our students handouts in their languages by having DOE paperwork translated. If the DOE doesn't send out translations then our parent coordinator sends it out for translations through the DOE. Parents are invited to attend PTA meetings and volunteer to help in our book sales, pumpkin sales, carnival and watch our monthly grade assemblies. When the parents participate they feel good about the school their children are in. Parents are invited to offered workshops. Parents are invited this year to join a nearby school who is giving English classes at night. Learning Leaders and school staff provide parent workshops. Many attendees are parents of our ELL students. Parents have developed a positive rapport with our parent coordinator making it easier for their needs to be known. Word of mouth also increases the number of parents making contact. Our school's parent coordinator also creates and distributes a survey to all families to determine topics for future workshops. There are tools in the school used for translation like the Talking Pen and the Talk and Listen Kit which both translate for parents use.

E. Additional Information

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

Part VI: LAP Assurances

School Name: 203

School DBN: 22k203

Signatures of LAP team members certify that the information provided is accurate.

| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
|---------------------|----------------------|-----------|-----------------|
| Lisa Esposito | Principal | | |
| Brian Sadowski | Assistant Principal | | |
| Julianna Primo | Parent Coordinator | | |
| Sheryl Cohen | ESL Teacher | | |
| Marcia Rogers Lewis | Parent | | |
| Angeline Victor | Teacher/Subject Area | | |
| | Teacher/Subject Area | | |
| | Coach | | |
| | Coach | | |
| Lori Skunca | Guidance Counselor | | |
| | Network Leader | | |
| Faigi Ackerman | Other <u>Speech</u> | | |
| | Other _____ | | |
| | Other _____ | | |
| | Other _____ | | |

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 22k203 School Name: Floyd Bennett

Cluster: Zaharakis, Desp Network: Brucella, Joanne

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

ATS is a first record of the students' languages based on the Home Language Identification Surveys. The information from the surveys is transferred to ATS. The ESL teacher copies and keeps as a record all the surveys. The codes are then compared to the ATS records to see if they are aligned.

The school has created a parent survey to be administered early in the year to all the students who speak another language to determine both the need for and the availability of translation services. This survey is distributed once all the records are complete and the list of other languages is complete on ATS. The survey is a second record and second chance for the parents to let it be known that there is another language at home. This gives them the opportunity to inform us that they need translation services on specific things such as parent handouts and report cards, etc. The ESL teacher keeps a record of what the parents need. The ESL teacher keeps the surveys that are returned. The emergency cards very often have a second language listed if necessary. This would be a third record to show language preference. It would also explain why the parent doesn't understand the person who has called them.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Surveys were distributed to and collected from families who indicated another language on the Home Language Identification Survey. 31 translations were returned. Those who requested to receive information in another language other than English will be able to receive written translations for the handouts that have been or will be distributed. Report cards are distributed in other languages as well so parents will be a part of how their children are doing in school. Teachers are notified which students don't speak English at home. A major finding is that our primary languages are Spanish (10/42) and Haitian (23/42). We have adults in the school who speak these two languages and can translate for parents when needed (17/31). Parents do want the report cards in their languages (24/31). Some would be more involved if they were asked to translate. Some would be more involved if meetings and activities were conducted in their languages (10/31). The ESL teacher discusses with

the teachers of the students, who returned the survey, the needs of the parents, according to the survey.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

The school makes sure notices go out to the ELL students when it comes in other languages. In addition, contracted Translation vendors will be called upon to provide translations of school wide notices. When individual communications are needed, the school has enlisted the services of staff members who are able to write in the languages needed.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

As a result of the survey, a group of parents has been established to provide translations services for Parent Teacher Conferences. The Parent Coordinator also has the capability of accessing the Department of Education's Translation unit with oral interpretations, if need be. The school has purchased a translation device called "Talk and Listen". It will enable us to have up to three individuals translate the ongoing at school meetings from English into the Native Language. In addition, we have purchased Talking Pen from Mantra Lingua, which is a device that enables our office staff to interact with families speaking languages other than English to identify their requests and provide service to them accordingly.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

The school identifies the families with another language through the Home Language Identification Survey. Our ESL teacher ensures that those who require language assistance services are provided a copy, in their native language, of the Bill of Parents Rights and Responsibilities which includes their rights regarding translation and interpretation services. The school Safety Plan also contains procedures for ensuring that parents in need of language access services are not placed at a disadvantage in reaching the school due to language barriers. The Department of Education's Translation and Interpretation Unit and contracted vendors will be available to translate certain documents. Parents are notified of their rights to have translations available through signage at entrances to our school, main office and Parent Coordinator's office.