

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: P.S./I.S. 270 Q – THE GORDON PARKS SCHOOL FOR
INQUISITIVE MINDS

DBN (i.e. 01M001): 29Q270

Principal: CHAYVONNE HARPER

Principal Email: CHARPE2@SCHOOLS.NYC.GOV

Superintendent: LENON C. MURRAY

Network Leader: DR. JOANNE JOYNER-WELLS

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. 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 the Chancellor's Regulation A-655, available on the NYC DOE Web site.

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature**.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original 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.
5. Names of SLT members must be added to this form for posting. The signed original document must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Chayvonne Harper	*Principal or Designee	
Nyree Whittaker-Roth	*UFT Chapter Leader or Designee	
Nicole Hammond	*PA/PTA President or Designated Co-President	
Javan Evans	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	
Lisa Allen	Member/ CSA	
Shelley Burt	Member/ UFT	
Laurel Paul	Member/ UFT	
Frank Griffith	Member/ Parent	
Caroline Johnson	Member/ Parent	
Milicent Shields	Member/ Parent	
Natalie Darby	Member/Parent (vacancy)	

**Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

All Reward, Recognition, In Good Standing and Local Assistance Plan (LAP) schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Goal and Action Plan #1

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2015, 90% of students in grades K-8 will make, at least, one year's progress increasing their reading comprehension as measured by Fountas and Pinnell data.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

The aforementioned goal was created after analyzing student progress made on the NYS ELA test over the past three years. For the 2011-2012, out of a possible 60 points, 25.6 points was earned relative to student progress in ELA. During the 2012-2013 school year, 16.4 out of 60 points was earned. Although, this past school year, according to the School Quality Snapshot, students made "good" progress, to sustain this trend, the goal will be to support all students based on a differentiated, research based approach to instructing ELA in conjunction with ReadyGen and Scholastic Code X.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Guided Reading: Through guided reading, teachers will be able to meet the diverse needs of their students with differentiated lessons. The goal here is to produce more confident readers who are fluent, read with accuracy, and who can effectively and independently comprehend questions related to a specific text. This small group reading intervention provides instruction to students within leveled reading groups based, which are formulated based on each student's Fountas and Pinnel data. Lessons are formulated to provide customized instruction regarding specific literacy skills to address each student's particular need.
2. After School Academic Programs: Students who continue to exhibit deficits in varying areas of English Language Arts will be invited and registered to participate in an After-School program focusing on improving individuals academic needs. The program will be staffed by school personnel, who have been identified as content specialists. Students will be placed in small groups where they will receive customized instruction.
3. Data Collection: A school-wide emphasis has been placed on using baseline assessments, summative and formative data such, as conference notes, other methods of data collection to allow teachers to reflectively drive instruction based on individual student needs.
4. Professional Development: Differentiated professional development sessions will be conducted based on administrative observations and teacher requests. These sessions will allow teachers to further develop and master the systematic approach to small group English Language Arts instruction which presents itself as Guided Reading within the school.

B. Key personnel and other resources used to implement each strategy/activity

1. Guided Reading: All classroom teachers, middle school teams, out of classroom support staff (including SETTS providers), the administrative team and Network support specialists specific to Elementary and Middle School.
2. After School Academic Programs: All certified teachers.
3. Data Collection: Data Committee members.
4. Professional Development: Professional development committee members.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Guided Reading: Fountas and Pinnell data will be collected three times throughout the duration of the school year. Progress of at least two instructional reading levels is expected for each student to make progress.
2. After School Academic Programs: The bottom third of each class (school-wide) will be set as the target focus group for measurement of progress. Students will be administered benchmark assessment to monitor progress.
3. Data Collection: Students will be grouped according to data collected and analyzed by individual teachers. Classroom teachers will meet with their supervisors at post-observation conferences where justification for student grouping will be discussed.
4. Professional Development: All staff members will complete and submit survey's and exit slips to help measure the effectiveness on given PD sessions.

D. Timeline for implementation and completion including start and end dates

1. Guided Reading: Ongoing from September 2014 through June 2015.
2. After School Academic Programs: Assessment, by content specialists, will be ongoing from September 2014 through June 2015.
3. Data Collection: Ongoing from September 2014 through June 2015 all certified teachers will use this data.
4. Professional Development: The professional development committee will implement these sessions from September 2014 through June 2015.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Guided Reading: Using available assessment data, along with individual Fountas and Pinnel reading levels, students will be grouped so that customized small group

instruction can be systematically provided. All students will engage in Guided Reading multiple times a week. Students will be monitored using conference notes, formative and summative data, along with common assessments so their progress can be closely tracked throughout the school year. Evidence of small group instruction prominently will be displayed in each classroom.

2. After School Academic Programs: Measurable progress determined by administering a predetermined aligned task for each lesson. Atlas protocol discussions determine success; Teachers will monitor progress and actively plan next steps which may include classroom based RTI groups.

3. Data Collection: Fountas and Pinnell data will be collected 3x's annually; it will be used to formally assess student reading progress. Measurable expectations will require student movement of a minimum of two reading levels.

4. Professional Development: Exit slips and materials used during professional development sessions will be compiled and analyzed. The teacher or administrator will then visit the teachers who received the professional development to assess what was gained as a result of each workshop and intervisitation regarding guided reading.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

To increase parental involvement, parent workshops have been scheduled and will be conducted from January 2015 – June 2015. These workshops will focus on teaching parents the fundamentals of Guided Reading so they can leave with skills and strategies they can use with their children to help reinforce what is being taught at school.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.						

Goal and Action Plan #2

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2015, 100% of teachers, will move one or more levels and show improvement in discussion as evidenced by Component 3b as measured by the Danielson Framework four point rubric.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

The aforementioned goal was created after careful data analysis. According to the data which reflects teacher practice and student achievement (Danielson, state test scores,) it was determined that discussion techniques are to become a goal to assist in the differentiation of instruction. The use of these strategies will help to increase thoughtful discussions during small group instruction. The presence of these types of discussions is proven to lead to higher levels of comprehension of a topic; this will assist in ensuring academic achievement with a particular focus on stronger writing amongst all student sub groups.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Peer Inter-visitations- Teachers across the content areas will engage in inter-visitations with their peers within the building; these visits will take place in an effort to allow pedagogues to share best practices, spotlighting the school's instructional focus which involves utilizing various discussion techniques. Honing in on the development of these discussion strategies will ultimately transfer and manifest into students exhibiting stronger writing skills across the curriculum.
2. Professional Development workshops - The professional development team in conjunction with the curriculum committee will identify a minimum of three discussion protocols that will be modeled for staff throughout our Marvelous Monday's professional development time. These protocols will promote higher order thinking skills and a deeper comprehension of materials when presented to students.
3. Professional Library/ Professional Development Suite - The suite will continue to serve as a meeting place where teachers can access educational resources specific to each of the discussion protocols presented to staff. Emphasis will also be placed on ascertaining materials to support the writing development .Additional resources such as in house videos of teacher best practices will be added to the professional development suite.
4. A writing supplement, I Read to Write, published by Zane Bloser, will be purchased to support the writing development of students in Grade 2, one of our target grades and Grade 3, first time high stakes test takers.

B. Key personnel and other resources used to implement each strategy/activity

1. Classroom, Lead, Special Education teachers including service providers will be involved in a peer inter-visitation schedule that will allow teachers to share best practices.
2. The curriculum committee and professional development team will devise a professional development plan where discussion protocols are modeled for teachers.
3. This will be the second year where our professional library/professional development suite will be operational. The professional development suite will continue to serve as a meeting place where teachers can access educational resources such as articles, professional books, informational literature, technology, templates, rubrics, and videos.
4. All ELA teachers in Grades 2 and 3 will be incorporating I Read to Write into their weekly instructional rotation. The administrative team will support teachers via Professional Development and coaching.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Peer inter-visitation- A variety of teacher check lists will be used to identify strengths and challenges surrounding implementation of various discussion protocols. The feedback provided by teachers will determine future inter-visitation schedules going forward. The curriculum committee will keep track of feedback to ensure all teachers are current with the school's instructional focus.
2. Professional Development- The professional development team in conjunction with the curriculum committee will facilitate professional development workshops around four discussion protocols that will be implemented during the 2014-2015 school year.
3. Professional Library/ Professional Development Suite- We will develop a "check in" and "check out" system so all may have access to the materials within the PD Suite. The system will assist in identifying which resources teachers find the most useful. The data will help determine future resource needs. Bulletin boards highlighting best practices and resource requests will be prominently displayed in the professional development suite making staff members aware of various resources available to them.
4. The administrative team will evaluate progress of rigorous discussion which will ultimately be evidenced in writing through teacher observations and a focus on looking at student work. Teachers, under the supervision of administration, will engage in Teacher Team meetings utilizing the Atlas protocol, a research based tool, that will aid in determine student understanding and next pedagogical steps based on work products.

Goal and Action Plan #3

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2015, students scoring at or above grade level, in grades 3-8, will make a five percent increase as measured by the NYS ELA and MATH Common Core Assessments.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

The aforementioned goal was created in response to a survey parents participated in expressing a desire for their children to receive additional academic and enrichment instruction on site. These requests have increased due to the new demands placed on students as a result of the implementation of the Common Core Learning Standards

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Academic Supports: The program provides daily opportunities for students in grades K-8 to engage in grade appropriate, curriculum aligned academic instruction. Students are given homework help, can request help with a given topic by teacher's who are day-time staff members and have a full understanding of the curriculum and academic requirements. E.A.T.S. Administrators and GPS administrators work collaboratively with classroom teachers to provide students with additional assistance on topics learned throughout the duration of the school year.
2. Enrichment Activities: All student participants also engage in meaningful and diverse enrichment activities such as Yoga, Zumba, Chess, Arts and Crafts, song writing, technology (iMovie focus) and financial literacy. These activities were designed to stimulate, both, creative and critical thinking among our student participants.

B. Key personnel and other resources used to implement each strategy/activity

1. Academic Supports: All classroom teachers in collaboration with the Founder and Operations Director of the E.A.T.S. Program.
2. Enrichment Activities: E.A.T.S. personnel, CBOs, approved vendors, local businesses (TD Bank)

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Academic Supports: Progress reports completed by E.A.T.S. employees and submitted to daytime classroom teachers. These reports serve as a means of data collection and promote effective collaboration so the academic learning environment can be customized based on student need.
2. Enrichment Activities: At the end of the year, students participate in an E.A.T.S. finale. This program allows participants to showcase what they have learned through their participation in the E.A.T.S. enrichment program.

D. Timeline for implementation and completion including start and end dates

1. Academic Supports: Ongoing September 2014 – June 2015
2. Enrichment Activities: Ongoing September 2014 – June 2015

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Academic Supports: The program affords students' daily opportunities to engage in grade appropriate, CCLS aligned supplemental instruction. Participants are provided snack, homework support, CCLS aligned instruction by GPS teachers who are familiar with our goals and instructional focus.
2. Enrichment Activities: All enrichment activities are tailored specific to grade level and occur daily following direct instruction and homework help. Yoga, Zumba, Chess, Arts and Crafts, song writing, iMovie technology classes, etiquette classes and financial literacy classes are offered throughout the course of each week. E.A.T.S. utilizes the support of GPS teachers, DOE approved vendors, local businesses and CBOs to implement this component of the program.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

With increased communication and direct feedback, along with planning of monthly activities and events, we hope to continue to increase family involvement and ascertain input to support the ongoing development of the E.A.T.S. program at GPS.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.						

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #4

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2015, School culture will increase by 5% as measured by students' responses on the Learning Environment Survey.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

The aforementioned goal was created after analyzing the 2012-2013 Learning Environment Survey and School Quality Snapshot and workbook. Students also participated in a GPS created survey designed to ascertain their feedback on how GPS meets their academic, social and emotional needs. After careful consideration from the climate and culture committee, it was decided that our focus would be to foster a positive relationship between students, staff members, and families; this is all done to create a cohesive and family-like school environment.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Student Involvement: Student will participate in ongoing activities and events designed to develop and maintain positive relationships between teachers, administration, parents and students. Middle School students will participate in three student led town hall meetings facilitated by the student council in which they will disseminate information obtained at monthly meetings they engage in with the Middle School teacher team and administration on a monthly basis. Students, at this time, are also given an opportunity to impart new ideas or provide feedback specific to existing initiatives. Honor roll will also be introduced beginning in January of 2015 promoting academic achievement.
2. Staff Involvement: The staff, in conjunction with student and parent contributors, will participate in programs designed to facilitate the creation of positive relationships between administrators, staff members, students and families. Information will be disseminated to teachers consistently and places where up-to-date information will be established throughout the school building. The following protocols within the school community have also been established to enhance communication (A) Maintaining a checklist and slip with an area for comments; (B) Ensuring that the Contract Implementation/Consultation committee meets monthly with one another and the principal; (C) Maintaining a confidential drop box; (D) communicating time sensitive information via email and text updates.

B. Key personnel and other resources used to implement each strategy/activity

1. Student Involvement: Student body, family members, faculty and staff.
2. Staff Involvement: All faculty and staff members

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Student Involvement: Surveys will be distributed to students to determine how effective or non-effective the planned activities and events were. Student led town hall meetings will end with an exit slip or survey to determine effectiveness of initiatives the Climate and Culture committee will be implementing.
2. Staff Involvement: Surveys will be conducted to see how effective or non-effective the activities were. In addition to question-and-answer sessions, there will be optional tickets, questionnaires and a drop box established. Additional communication will be added with a special UFT representative and regular meetings with union leaders, as well as, monthly meetings to ensure guidelines and protocols are met.

D. Timeline for implementation and completion including start and end dates

1. Student Involvement: September 2014 through June 2015
2. Staff Involvement: September 2014 through June 2015

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. & 2. Student Involvement and Staff Involvement: Student's, Families, Faculty members and Administrators will participate in ongoing activities and events designed to develop and maintain positive relationships in the school community. The activities include: Welcome Back Jamboree – The Welcome Back Jamboree helps to introduce new school and community members, creating a more positive environment for the new school year; Fundraisers for JDRF, Breast Cancer and Pancreatic Cancer – In an effort to promote awareness, teach social responsibility and support staff and the community, we will provide assemblies, participate in walks and fundraise within the school and citywide communities; School wide Feast – Being thankful for family, friends and our school community is encouraged by sharing cultural foods and good wishes for the Thanksgiving holiday; Weekly Words of Encouragement, Volleyball and Basketball Games (Students vs. Staff, Students vs. Parents, Student of the Month Kindergarten through Eighth grade, ARISTA -- Weekly words of encouragement boost self-esteem of our students. Volleyball and basketball games designed as student vs. staff will promote trust and cohesion between staff and students. For the Honor Roll, students with special criteria in place teachers will select one student per month as the top student overall in the class for the month. With special criteria in place, students with the highest averages in their classes perform community service and are sworn in to the national organization of ARISTA; - Class Representatives, PTA Awards Recognition – After being selected as the class representative, students will attend meetings and act as liaisons for their classes turn keying information. The PTA will host a bi-annual award

ceremony to give out Honor Roll certificates; Heart Awareness Party – Heart awareness month will be celebrated by showing off our healthy heart behavior during a Heart Awareness party with healthy foods; Read-a-Thon and Acknowledgement of Dr. Seuss’ Birthday – Read to raise money, as we celebrate reading across the building and celebrate Dr. Seuss’s Birthday with green eggs and ham for breakfast. Then, we kick off a day of fun filled class room celebrations across the building; April-Pajama Game Night – Wear your best sleeping attire and bring your favorite pillows to a relaxing night of family games. Enjoy cookies and milk, while you compete in bingo and board games with both old and new friends; May - Movie Night – A family evening filled with smiles for the young and old alike during this movie incentive for good behavior; June-Talent Show, PTA Awards Recognition – As a showcase for our most talented student’s, the talent show gives the school family an evening highlighting voice, dance, and other grand feats. The PTA will host a bi-annual award ceremony to give out Honor Roll certificates.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

1. Student Involvement: Through communication from the parent coordinator, the school website, robo blast calls and PTA involvement, parents and families are encouraged to participate in all of the aforementioned school activities.
2. Staff Involvement: Through communication from the parent coordinator, the school website, robo blast calls and PTA involvement, parents and families are encouraged to participate in all of the aforementioned school activities.

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.						

Goal and Action Plan #5

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2015, all teachers will engage in professional learning activities that will result in, at least, 95% obtaining overall ratings of Effective or Highly Effective as measured as by the MOTP rubric.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

The aforementioned goal was created after analyzing teacher and student data. The data was subsequently used to determine what areas of teacher practice are in need of professional development; this was done in an effort to directly impact instruction and increase student achievement, while providing teachers with PD's they feel will most help individual pedagogy.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Marvelous Monday's: PD committee will utilize school wide personnel who have been identified as pedagogues who consistently implement highly effective best practices and / or attended external professional development workshops. These staff members will work collaboratively with their peers to share teaching practices and lead meaningful professional development workshops.
2. Peer Intervisitations: Will be implemented, upon request from individual teachers to support their individual developmental needs. This system will be designed by careful collaboration amongst members of the Advance committee and classroom teachers so visits may be scheduled for viewing of best practices
3. Improving Teacher Pedagogy: In an effort to foster effective teacher pedagogy, teacher/student data, and feedback forms have been disaggregated to develop key categories identified to align a series of professional development workshops. I.E: Guided Reading, Differentiation, Class Discussions with Questioning, SESIS, and SWD PDs.

B. Key personnel and other resources used to implement each strategy/activity

1. Marvelous Monday's: Resident Experts: Highly Effective / Effective teachers who been identified through Advance data: MOTP.
2. Peer Intervisitations: School Administrators, Advance Committee members, and Professional Development Committee members.
3. Improving Teacher Pedagogy: All staff

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Marvelous Monday's: School PDs: School Personnel will turn key best practices that have been identified as an area of need. Through the implementation of Advance data and teacher feedback.
2. Peer Intervisitations: Improves classroom teaching through observations, teacher inquiry and collaboration.
3. Improving Teacher Pedagogy: Establish a system of cohesive collaboration to develop a professional learning community.

D. Timeline for implementation and completion including start and end dates

1. Marvelous Monday's Staff: Ongoing September 2014 through June 2015
2. Peer Intervisitations: Inter-visitations: Ongoing September 2014 through June 2015
3. Improving Teacher Pedagogy: Ongoing September 2014 through June 2015

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Marvelous Monday's: Identified personnel will present PDs across key categories to increase opportunities for staff implementation of best practices.
2. Peer Inter-visitations: Through teacher request and administration support and facilitation, staff will participate, discuss and debrief best practices
3. Improving Teacher Pedagogy: Embedded in the teachers' weekly schedule is an 80-minute block for professional development activities. The administration, upon request and as needed, will also make provisions for inter-visitations during the school day where highly effective teachers can showcase best practices to peers teaching the same grade level or content specialty.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

To increase parental involvement several parent workshops have been and continue to be conducted to keep parents informed about the different types of professional development which teachers are engaged in weekly.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

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Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not 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.

Description

Type of Academic Intervention Service (AIS)	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.)
ELA	1. Ready Gen Curriculum: Close Reading, Repeated Readings, Small Group Discussion, Reading Analysis 2. Guided Reading: Reading A-Z, Spotlight on Comprehension	1. ReadyGen Curriculum: Small Group, Re-teaching, Differentiated Groups based on Ability, Partnerships 2. Guided Reading: Small Group	1. ReadyGen Curriculum: During the school day 2. Guided Reading: During the school day
Mathematics	1. GoMath! Curriculum: Re-Teach lessons, Strategic Intervention, Intensive Intervention, Enrichment	1. GoMath! Curriculum: Small Group, One-to-One	1. GoMath! Curriculum: During the school day
Science	Academic Intervention Services with a focus on the NYS Science Scope and Sequence are built into the ReadyGen curriculum.	Small Group, Re-teaching, Differentiated Groups based on Ability, Partnerships	During the school day
Social Studies	Academic Intervention Services with a focus on the NYS Social Studies Scope and Sequence are built into the ReadyGen curriculum.	Small Group, Re-teaching, Differentiated Groups based on Ability, Partnerships	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Guidance Counselor, Social Worker, School Psychologist	One-to-One At Risk intervention counseling	During the school day.

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

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

All Title I Schools

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.

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).

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

SWP Schools Only

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.).

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.

TA Schools Only

Use of Program Resources

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

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).

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 our school. Therefore, GPS, 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 our school and the families. Our 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 our school community. Our 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 our school community;

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the 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 schools 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 our 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 our school and will work to ensure that our 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;

Our 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;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster 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

Our 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.

**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

A. School Information [i](#)

District 29	Borough Queens	School Number 270
School Name Gordon Parks for Inquisitive Minds		

B. 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 Chayvonne Harper	Assistant Principal Rosalie Ambrosio, Lisa Allen
Coach type here	Coach type here
ESL Teacher Aris Flore	Guidance Counselor
Teacher/Subject Area Ruth Panaligan, SETSS Provider	Parent type here
Teacher/Subject Area type here	Parent Coordinator Patricia Wheeler
Related Service Provider type here	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	1	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	1
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)	669	Total number of ELLs	3	ELLs as share of total student population (%)	0.45%
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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														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0													0
Dual Language <small>(50%:50%)</small>	0													0
Freestanding ESL														
SELECT ONE		1		1			1							3
SELECT ONE														0
Total	0	1	0	1	0	0	1	0	0	0	0	0	0	3

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	3	Newcomers (ELLs receiving service 0-3 years)	3	ELL Students with Disabilities	3
SIFE	0	ELLs receiving service 4-6 years	0	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
Dual Language										0
ESL										0

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	0	0	0	0	0	0	0	0	0	0
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE	0													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	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	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														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian		1					1							2
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other				1										1
TOTAL	0	1	0	1	0	0	1	0	0	0	0	0	0	3

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
Intermediate(I)														0
Advanced (A)		1		1			1							3
Total	0	1	0	1	0	0	1	0	0	0	0	0	0	3

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
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									0
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:

- 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 Pinnel as an early literacy assessment tool. Fountas and Pinnel is administered four times a year to ensure that reading and comprehension ability are measured on a regularly basis. Progress is monitored and students that demonstrate lack of increase in reading level provided Tier 2 intervention by classroom teachers or RtI providers.

Results of the Fountas and Pinnel assessments revealed increase in that our ELL students reading levels.

Fountas and Pinnel and other formative assessments conducted by classroom teachers, ESL providers and RTI and related service providers (when applicable) are used to determine individual student literacy goals. Data also drives instruction as teachers differentiate and place students in reading groups.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
NYSESLAT 2013 Exam Report revealed that all the three ELL students scored at an "Advanced" Level. The results also show that students performed better in the Listening and Speaking domain compared to Reading and Writing. This has been the pattern in the past three years based on the exam history report of the three ELL students.
3. 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](#))
The patterns across NYSESLAT modalities have been one of the factors considered when making instructional decisions. Reading and Speaking have been the focus of the ESL program.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?The results of the ELL periodic assessments are used to plan instruction. Every year, the school leadership has been finding that Reading and Writing have been the main areas of weakness. Although actual score reports demonstrate progress, the two mentioned modalities have been found to be an area of struggle compared to speaking and listening.
5. 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](#).)
The school has an RtI Plan that is presented to staff members. Response to Intervention Guidelines are implemented to ensure that students are provided services at all tier levels. English Language Learners are therefore, a part of the schoolwide RtI program. The process starts at the beginning of the school year when universal screening is administered. In the past two academic years, the Fountas and Pinnel reading assessment has been utilized to determine reading levels all students across grade level. The NYC MOSL assessment was also administered to students in the testing grades. The school administration and the data specialists in the building are working together with teachers to ensure that strong core instruction is delivered to all students addressing student needs as reflected by the results of the universal screening tools and other formative assessments. The RtI committee comprised of the service providers, principal, guidance counselor and lead teacher meet weekly. Each classroom teacher has a chart of that depicts student movement across reading levels or lack thereof. Based on this data, reading groups are developed and instruction is differentiated to address needs. Groupings are modified periodically depending on the academic performance, specific population such as ELLs, and overall student response to the strategies utilized by the teacher. If deemed necessary, more intensive intensive intervention - Tier 2 or 3 are provided to ensure students are given appropriate level of academic assistance before special education is considered. For ELL students, the same procedure is followed in collaboration with the ESL Provider.
6. How do you make sure that a child's second language development is considered in instructional decisions?
To make make sure that a student's second language developments are considered in instructional decisions, the ESL provider participates in the planning sessions of the grades she provides services for. Teachers fosters language development across curriculum via a variety of strategies such as purposeful and deliberate teacher-student and student-student conversations during large and small group activities. Additionally, reading and writing are integrated across all content areas in order to strengthen students' (especially ELLs) ability to express themselves verbally and in writing.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The school has teacher teams and committees that meet on a regular basis to ensure student performance is monitored and instructional decisions are made collaboratively. As instruction is data-driven, teachers and the school leadership team look at data such as standardized tests (i.e. LAB-R, NYSESLAT, State Exams, etc), MOSLs, Fountas and Pinnel data as well as informal assessments. The NYSESLAT modality report, in particular, is a helpful tool in determining the specific areas of concern that need to be addressed in order for ELLs to meet appropriate yearly progress.

Part IV: ELL Identification Process

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

1. 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](#).)
Initial identification of English Language Learners (ELL) starts at the time of admission when the child and parents meet with the principal, parent coordinator, and other school personnel. At this point, the ESL Provider or a licensed pedagogue administers the Home Language Identification Survey (HLIS) licensed to identify the dominant language spoken at home. The HLIS includes an interview with the parent and child. When a bilingual licensed pedagogue is available, families are also interviewed in their native language. Once this process is concluded, the building ELL coordinator ensures that the correct information is entered in ATS based on language identification guidelines stated in the ELL Policy Brief.
The second part of the identification process is the administration of Language Assessment Battery –Revised (LAB-R) is administered to determine ELL status and level of proficiency of students whose home language is not English. For new entrants to NYC public school system whose home language is Spanish and scored below proficiency on the English LAB-R, Spanish LAB-R will be administered by the ESL Provider who is licensed in Spanish and ESL to determine dominant language to help in planning instruction for bilingual or ESL services.
2. 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.
Upon identification of eligibility to ESL services, parents are invited to come to the school to meet with the ESL Provider, and Special Ed Liaison (especially if the child has an IEP) to discuss the three program choices- Transitional Bilingual, Dual Language, Freestanding ESL). The parent orientation video that describes the programs is shown to help the parents decide which program will be the most beneficial for their child. Other staff members who are directly involved in the child's learning such as classroom teachers and service providers (if child has an IEP) are also invited. The ESL provider explains the programs as well as answers any questions or concerns the parents may have regarding ESL services. In the event that parent decides to choose TBE/DL programs, we provide them with the following two options: a) keep the child enrolled at the current school in an available program; or b) transfer the child to a different school where the parent's choice is currently available. If the parent chooses Option B, the school the contacts the Office of English Language Learners which will coordinate the transfer with the Office of Student Enrollment. The school ELL Team maintains a record of their response. This process is done within the first ten days of enrollment.
3. 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 [\[see tool kit\]](#).)
The Entitlement Letter with Parent Survey and Program Selection Forms are sent to parents via mail to the parents/guardians of each student who is eligible for ELL services, based on LAB-R results. A follow-up phone call is made to ensure that parents receive the notice and are able to attend the scheduled meeting. The Parent Survey and Program Selection Forms that documents the parent's decision are re-distributed and collected during the meeting with the parents of ELLs at the beginning of the school year or within ten days of enrollment. To ensure that the forms are returned on time, the ESL Provider and parent coordinator (if needed) communicate with the parents via letter or telephone.
4. 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.
English as a Second Language program is designed to provide instruction in English, emphasizing English-language acquisition. The only available program in the school is ESL. Students in the ESL program come from many different native language backgrounds and English is the only common language among students. However, native language support is made available whenever possible. Currently, the ESL provider speaks Spanish. In the event that the Haitian-Creole students or parents require assistance, we have a

Speech and Language Therapist who is available to translate. The school keeps a record of staff members who are fluent in other native languages should the need for translation and interpretation arise.

5. 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.

At the beginning of the school year, RLER report is run to determine the number of students eligible to take the NYSESLAT. This ensures that all ELL students, especially new admits to the building, are accounted for when ordering the materials necessary for NYSESLAT testing. As the memorandum becomes available, the NYSESLAT assessment calendar is utilized by the ESL provider to plan, pace instruction, organize her schedule and make arrangements for the administration of the test.

6. 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*
For the past few years, the parents have been selecting Freestanding ESL. Thus far, 100% of the parents opt for ESL. At this point, we do not have sufficient number of ELLs to open a bilingual class. Based on parent requests and student needs, the ESL service is adequate.

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])?

Currently, the school is delivering ESL instruction via pull-out model. The ESL teacher, in collaboration with the classroom teacher ESL provider plans instruction carefully to ensure there is alignment and continuity

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 provider is also the middle school Spanish teacher. In the ESL Provider's schedule, appropriate number of periods per day are allotted to see her ESL students. Required number of minutes of ESL instruction and ELA as per CR Part 154 is provided to all ELL students.

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.

The only available program in the school is ESL. The ESL provider utilizes a pull-out model aligned to the instructional content in the classroom. ESL teacher focuses on scaffolding strategies to create entry points for students making the Common Core Curriculum content comprehensible for students. Some scaffolding strategies utilized are graphic organizers, the emphasis on front loading academic vocabulary, as well as daily language objective engaging students in discussions around content specific topics. The school uses the Balanced Literacy Approach across curriculum areas. All instruction is planned with all learning styles and modalities in mind. To foster language development and to meet the demands of the Common Core Learning Standards, teachers utilize differentiated instruction and learning activities that encourage interaction among students.

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

The school only program available in the school is ESL. Although the school does not offer a Bilingual program, native language support is made available for evaluation services whenever possible. Currently, the ESL provider speaks Spanish. In the event that the Haitian-Creole students require assistance, we have a Speech and Language Therapist who is available to translate. The school keeps a record of staff members who are fluent in other native languages should the need for translation and interpretation arise. For General Education students that are being evaluated for Special Education services or Special Education students that require reevaluation related to IEP, the school seeks services of bilingual evaluators to perform psycho-educational evaluation and standardized tests that measure eligibility for Special Education/related services.

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

To ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year, ongoing assessments are being conducted. Classroom teachers, in collaboration with the ESL provider, utilize formal and informal assessments throughout the year to ensure progress or lack thereof is measured.

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).

Presently, we do not have any SIFE students and long term ELLs in the building. In the event that we do, we will extend our services to SIFE children in such a way that they will be able to catch up on the knowledge and skills that they need to meet the grade level standards. For our current long-term ELL, the focus will be increasing comprehension and writing skills as well as developing higher order thinking skills.

For long term ELLs receiving 4-6 years of services, the ESL provider will develop programs that will encourage independence. Functional reading and speaking skills that will help them prepare for high school application and job interviews will also be the focus of instruction. Skills that will help them in writing resumes and application letters will also be taught. Daily life conversations, and academic vocabulary will continue to be enhanced as transition goals and services are integrated with lessons. To foster independence and acquisition of skills needed as they move up to middle school and high school and into adulthood, students will have access to hands-on experience via the school's employment program.

Freestanding ESL instruction is delivered via the pull-out organization model. The program model that is being used is differentiated instruction wherein students work in small groups and are provided grade/ability appropriate activities. Students receive

one-to-one guided teaching. All ELLs receive instructional minutes as required under CR Part 154 – 360 minutes of ESL instruction per week for beginning and intermediate level. We only have one student in the advanced level who receives the mandated 180 minutes of ESL instruction and 180 minutes of ELA instruction.

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?

The scaffolding strategies mentioned above support our ELLs-SWD on the learning continuum. In addition to differentiated instruction the ESL service provider consults regularly with classroom teachers and all service providers working with ELLs to insure that instructional goals are customized to meet their needs.

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?

Paste response to question here:

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:			

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

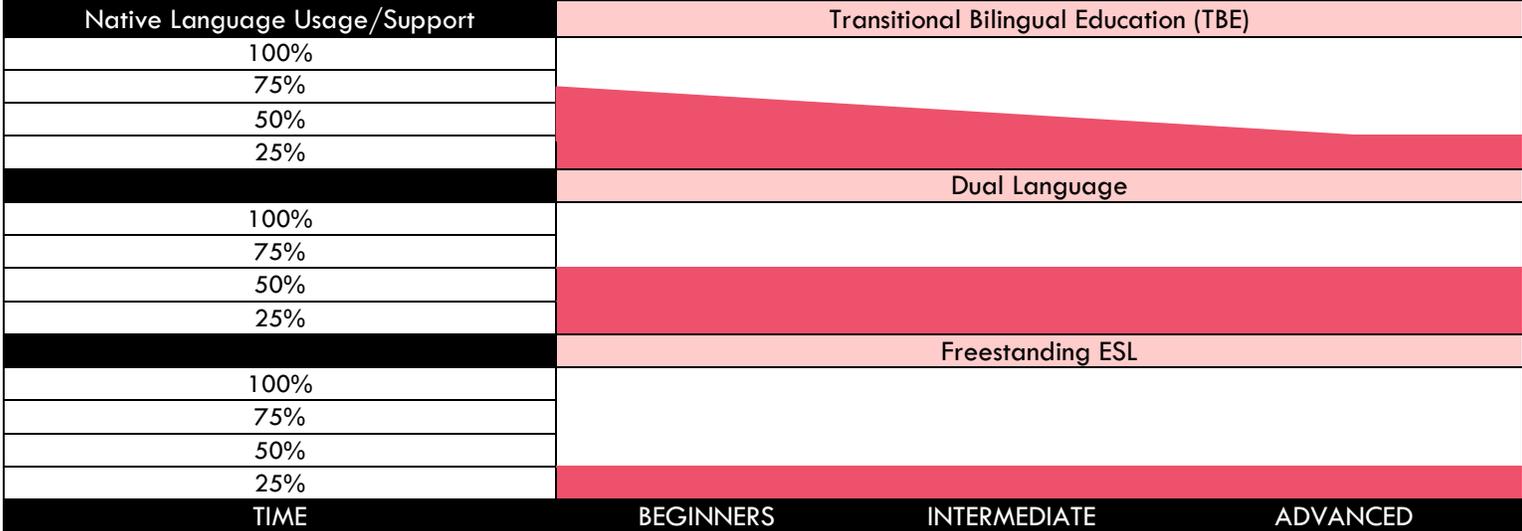
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

	Beginning	Intermediate	Advanced
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.
- Currently, the school is providing intervention programs across all grade levels and subject areas. Small group intervention programs for all students that struggle in ELA and Math are offered during Extended Day. Extended day which occurs in the morning is designed in such a way that students that have similar academic needs are grouped together.
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 current program focuses on each child's individual needs. Intervention addressing specific language and academic needs aligned to content area and common core standards targets all aspects of development.
11. What new programs or improvements will be considered for the upcoming school year?
- For the upcoming school year, the team is planning to improve and intensify current programs. We will improve by adding more resources - both printed and digital. Groups will be smaller and more intervention specialists will be involved to ensure individual needs are met.
12. What programs/services for ELLs will be discontinued and why?
- N/A
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All services afforded to all general education and special education students are offered to ELL students.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- One of the school's CEP goals is to strengthen the integration of technology with instruction. In line with this, ELL students are provided learning activities that involve the use of technology such as the utilization of the smart board and the iPad. The ESL provider uses a variety of printed materials such dictionaries, thesauruses, books targeting specific language skills, content area textbooks and literary books. To ensure hands-on learning, the provider uses flashcards, magnetic letters, talking pens, wrap-ups, and other manipulatives.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- The school only offers ESL program. However, native language support is made available whenever possible. Currently, the ESL provider speaks Spanish and can provide native language support. In the event that the Haitian-Creole students or their parents require assistance, we have a Speech and Language Therapist who is available to translate. The school keeps a list of staff members who are fluent in other native languages should the need for translation and interpretation arise. If further support in student's native language is needed, we will contact the Office of English Learners for assistance.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- To ensure service supports and resources correspond to the ELLs' age and grade level, the provider uses differentiated instruction. As the ESL group is composed of students varying in ages, grade level and ability, the teacher prepares different activities that address individual needs in correlation with the classroom.
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.
- Parents of newly admitted ELL students are invited for a conference with the ESL teacher, general education teacher, and parent coordinator. We also have a parent-to-parent breakfast where parents of ELL and special education students meet and share information.
18. What language electives are offered to ELLs?
- N/A
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)?

Paste response to questions here:

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.

For the coming school year, ESL Providers; general education and special education teachers; other service providers; as well as paraprofessionals who work with ELLs will be sent to workshops to improve delivery of ESL service and to comply with the required 175 hours of ELL Training every five years for professional certificate holders. Staff members will be attending general workshops on technology in the classroom; and curriculum and instruction that can be applied in teaching the ELLs. Teachers will attend a variety of trainings offered by the network and the UFT. Teachers will also be encouraged to take advantage of internet-based seminars designed to provide information and strategies to better facilitate learning among ELL students as they engage in the Common Core Learning Standards. The school administration also provides in-house professional development opportunities that are conducted during teacher team meeting, common planning preps, and faculty conference.

The following are the specific professional activities that have been and will be put in place to assist the teachers with their ELL population:

1. Introductory workshop identifying the ELL population, mandated hours, ESL schedule,
2. SESIS Training focusing on ELL students with IEP
3. ELL Strategies for the classroom
4. Turn-key from ELL workshops attended by ELL/Special Ed Liaison
5. Common Core Workshops
6. Technology workshops - specific apps and programs for ELLs correlated to content area
7. Transition planning for Gen Ed and Special Education students entering middle school and high school

Participation in all professional development activities is documented via compilation of attendance sheets, copies of agenda, and other related materials (both hard and electronic copies). All records are kept in a binder secured in the PD Suite.

D. Parental Involvement

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

Parents in our school, including the parents of ELL show a high level of involvement. They actively participate in parent meetings and gatherings which include workshops, special performances, School Leadership Team (SLT) and PTA assemblies, open school nights and other projects such as book sales.

The school Parent Coordinator works diligently in order to evaluate and provide the needs of the parents. Parent surveys are sent out and parent meetings and workshops are conducted at least once a month. At the beginning of the school year, the Parent-to-Parent Breakfast for parents of English Language Learners and students with special needs is held. This event gives the parents and teachers the opportunity to meet one another and discuss the services and other resources that are available in the building.

Workshops are conducted at least once a week to help parents help their children at home. Topics range from assisting children with homework and other academic tasks, to how to effectively communicating with them, to fun crafts and other activities that they can do as a family. The school counselor is also available for consultation and gives parents information about resources and places they could go to for translation and language classes. The school partners with community based organizations such as Resources for Parents, the Queens Public Library, American Red Cross, NYPD, FDNY, American Cancer Society, Link To Life Network Bone Marrow Donors, Breton's Defensive Driving Academy Materials for the Arts, Ridgewood Savings Bank, NY Civil Liberties, Carver Bank, Tech On Wheels, Citigroup, New York Blood Center, The Family Center, Jet Blue Airlines, Mets National League Baseball Club Build A Bear, Colgate Dental Van Cornell University Cooperative Extension program, Civilian Review Board and Health Plus, to provide assistance and services to ELL parents.

Throughout the school year, fliers and notices that contain information and resources are sent home continuously to parents written in both English and their native language. The school parent coordinator attends the Annual ELL conference in addition to workshops to gather information about ELL programs and learn about new approaches to support meeting the needs of parents of English Language Learners.

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.

Parents in our school, including the parents of ELLs show a high level of involvement. They actively participate in parent meetings and gatherings which include workshops, special performances, School Leadership Team (SLT) and PTA assemblies, open school nights and other projects such as book sales.

The school Parent Coordinator works diligently in order to evaluate and meet the needs of the parents. Parent surveys are sent out and parent meeting and workshops are conducted at least once a month. At the beginning of the school year, the Parent-to-parent Breakfast for parents of English Language Learners and students with special needs is held. This event gives the parents and teachers the opportunity to meet one another and discuss the services and other resources that are available in the building.

Throughout the school year, fliers and notices that contain information and resources are sent home continuously to parents written in both English and their native language. The school parent coordinator attends the Annual ELL conference in addition to workshops to gather information about ELL programs and learn about new approaches to support meeting the needs of parents of English Language Learners.

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		12/12/13
	Assistant Principal		12/12/13
	Parent Coordinator		12/12/13
	ESL Teacher		12/12/13
	Parent		12/12/13
	Teacher/Subject Area		12/12/13
	Teacher/Subject Area		12/12/13
	Coach		12/12/13
	Coach		12/12/13
	Guidance Counselor		12/12/13
	Network Leader		12/12/13
	Other _____		12/12/13

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 29Q270 School Name: GORDON PARKS SCHOOL

Cluster: 2 Network: 05

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.

Parents of students newly admitted to the NYC Department of Education which may include Kindergarten, Transfer from private schools or schools outside NYC, are interviewed and asked to complete the Home Language Identification Survey (HLIS) . If parents are identified as limited English/non-English speakers or if the primary language spoken at home is a language other than English, teachers and other staff members are notified. Assessment of translation and interpretation needs is conducted via analysis of information gathered from individual Home Language Identification Survey(HLIS). In addition, Bio reports and Home Language Report RHLA generated from ATS; and STARS information that summarize student information serve as a quick reference for teachers and other personnel who work with the students. The student emergency blue cards that the teacher refer to when making phone calls to parents also include child's home language information.

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.

The most current Home Language Report (RHLA) revealed that there is a total of thirteen students in the building whose primary home language is non-English: 1 French, 1 French-Haitian Creole, 2 Fulani, 4 Haitian Creole, 1 Ibo, 1 Niger-Congo, 2 Punjabi, and 1 Spanish. Translation and interpretation needs are reported to the teachers, service providers, and other staff members who provide instruction/service to the students both verbally and in writing. At the beginning of the school year or as students are enrolled, the pupil accounting secretary and school ESL Provider meet with the teachers and send out e-mail/written notification stating the student's home language and the possible need for translation and interpretation when corresponding to parents.

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.

To ensure timely provision of translated documents to limited/non-English speaking parents, the school sends DOE translated materials downloaded via DOE and NYSED websites. If notices and fliers are not available in the parents' primary language, or if the correspondence is child specific, staff members serve as translators. In the absence of personnel to translate, the school contacts the Translation and Interpretation Unit or an outside vendor.

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.

To ensure appropriate oral interpretation services are provided staff members serve as interpreters during parent meetings, phone calls, and other conferences and workshops. In the event that there are no available staff members to translate, the Translation and Interpretation Unit is contacted for assistance.

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 will, to the best of its ability, fulfill the requirements regarding parental notification requirements for translation and interpretation as stated in the Chancellor's Regulations A-663. We will begin by posting at the primary entrance of the building where it will be visible to all, a sign indicating the availability of translations and interpretations. The sign will be written in each of the covered languages. Furthermore, parents will be provided with a copy of Bill of Parent Rights and Responsibilities written in their native language, informing them of their rights to receive translation and interpretation services.

The school will keep an updated list of limited English/non-English speaking parents based on the Home Language Identification Survey. Documentation of teachers/staff members proficient in non-English languages will be on file and made accessible should the need interpreter/translator arise. In addition, the Pupil Personnel Secretary and the classroom teacher will indicate on the child's blue emergency card that the child's parents have limited English proficiency. Finally, all personnel providing instruction and service to students whose parents are limited English/non-English speakers will be sent via e-mail links to Section VII of Chancellor's Regulations A-663 and translated documents/correspondence available in the DOE and NYSED website.