

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

School Name: THE HECTOR FONTANEZ SCHOOL

DBN (i.e. 01M001): 11X103

Principal: FARID REYES

Principal Email: FREYES2@SCHOOLS.NYC.GOV

Superintendent: MARIA LOPEZ

Network Leader: SHENEAN LINDSAY

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 |
|----------------------|----------------------------------------------------------------------------------------------------------------------------------|-----------|
| Farid Reyes | *Principal or Designee | |
| Craig Parise | *UFT Chapter Leader or Designee | |
| Nadia Griffith-Allen | *PA/PTA President or Designated Co-President | |
| Elaine Davis/Parent | 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 | |
| Philomina Nortey | Member/ AP | |
| Erin Dietz | Member/ Teacher | |
| Mariette Morrissey | Member/ Teacher | |
| Bertha DeCaille | Member/ Parent | |
| Martha President | Member/ Parent | |
| Jazlyn Alexander | Member/ Parent | |

**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 | |
|--------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| X | School Leadership Team Signature Page |
| | Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements) |
| X | ▪ 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) |
| X | Academic Intervention Services (AIS) |
| X | Title I Plan (Only for schools receiving Title I funding) |
| X | 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.

During the 2014-2015 school year, our faculty will continue aligning our math instruction to the Common Core Standards and Instructional Shifts, as well as use data to ensure rigorous instruction. By implementing these practices, we will increase the number of fourth grade students meeting the standards as measured through the Common Core Math Exam by 15% as compared to their performance on the Common Core Math Exam from 2014. By June 2015, we will increase the number of fifth grade students meeting the standards as measured through the Common Core Math Exam by 10% as compared to their performance on the Common Core Math Exam from 2014.

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.

During the summer and in September, the teachers and SLT members analyzed student test scores from the NYS Math Assessment and identified students that needed support to reach proficiency levels in mathematics.

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. Looking at students' data from State and City assessments in order to identify areas of need and inform targeted instruction.
2. Math Cluster teachers focus on Exemplars problem-solving procedures to develop mathematical thinking practices with constructed response questions.
3. 70 grade 4 and 5 students were invited to participate in an early morning program that will improve math fluency using technology.
4. Assistant Principals will have cycled data talks with the teachers they directly supervise.

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

1. Teachers, Coaches, Assistant Principals, Math Vertical Team

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

1. Go-Math - Mid-chapter checkpoints, beginning/middle/end of year assessments, and end of the unit assessments
2. Reflex – data reports by individual students on progress for each math fluency skill
3. Math State Exam Simulations to assess access to grade level standards.

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

1. September 2014-June 2015

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

1. Before and after school activities, GoMath, Teacher made materials, Reflex program, Crosswalk Coach, Exemplars

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).

- Parents will be trained on how to access the ARIS parent link.
- Parents will be invited to attend workshops addressing the math program used in the classroom (and for AIS), CCLS, and the Citywide Instructional Expectations. Parent coordinator, coaches, and administrators will plan and facilitate these learning opportunities. Parents will be provided with strategies to support their children at home.
- Parents will receive updates from the teachers regarding their child's progress in mathematics including benchmark assessment results
- Parents will have access to GoMath online. This will be introduced via a Parent Workshop.

Budget and Resource Alignment

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

| | | | | | | | | | | | |
|----------|-----------------|--|-----------------|--|------------------|--|------------------|--|------------------|----------|---------------|
| X | Tax Levy | | Title IA | | Title IIA | | Title III | | Set Aside | X | Grants |
|----------|-----------------|--|-----------------|--|------------------|--|------------------|--|------------------|----------|---------------|

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

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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.

During the 2014-2015 school year, our faculty will continue aligning our reading instruction to the Common Core Standards and Instructional Shifts, as well as use running record data to ensure rigorous instruction. By implementing these means, a minimum of 36% of our fourth grade class will be reading on a level "S" or above as measured by Fountas and Pinnell running record assessments. By June 2015 a minimum of 30% of our fifth grade class will be reading on a level "V" or above as measured by Fountas and Pinnell running record 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.

At the end of last year and at the beginning of this school year, the teachers and SLT members analyzed students' last year's end of the year reading levels as well as September's reading levels and identified pushable students that needed support to reach grade level benchmark according to F&P assessment.

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. Looking at students' data from running records done throughout the school year in order to identify areas of need and inform targeted instruction
2. Working with reading teachers and coaches to analyze and group running records according to student needs and goals.
3. Guided reading lessons that will push the student thinking using their instructional reading levels.
4. Training in Teaching for Comprehension and Fluency provided by Heinemann consultants.
5. Assistant Principals will have cycled data talks with the teachers they directly supervise.

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

1. Teachers, Coaches, Assistant Principals, Reading teachers

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

1. Benchmark assessments in September, January, and June

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

1. September 2014- June 2015

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

1. Targeted small group instruction given by classroom teachers.
2. Reading teachers will provide targeted small group instruction to identified pushable students.
3. Librarian offers a reading book club during lunchtime for grades 4 and 5 students.

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).

4. Parents are invited to attend the "Parents as Partners" activities so they can get themselves familiarized with reading and writing workshop.
5. Parents are invited to attend workshops for the reading and math programs being implemented in school. Parent coordinator, Coaches, and Administrators will plan and facilitate these learning opportunities. Parents will be provided with strategies to support their children at home

6. Parents will receive an interim progress report.

Budget and Resource Alignment

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

| X | 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.

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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.

During the 2014-2015 school year, our faculty will align our reading instruction to the Common Core Standards and Instructional Shifts, as well as use running record data to ensure rigorous instruction. By these means, at least 100 students in grade 1 and 120 students in grade 2 will achieve reading levels I/J/K and M, respectively as measured by Fountas and Pinnell Benchmark 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.

At the end of last year and at the beginning of this school year, the teachers and SLT members analyzed students' last year's end of the year reading levels as well as September's reading levels and identified pushable students that needed support to reach grade level benchmark according to F&P assessment.

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. Looking at students' data from running records done throughout the school year in order to identify areas of need and inform targeted instruction
 2. Working with reading teachers and coaches to analyze and group running records according to student needs and goals.
 3. Guided reading lessons that will push the student thinking using their instructional reading levels.
 4. Assistant Principals will have cycled data talks with the teachers they directly supervise.
- B. Key personnel and other resources used to implement each strategy/activity**
1. Administration, Coaches, Classroom teachers and Reading teachers
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. Benchmark assessments in September, January, March, and June
- D. Timeline for implementation and completion including start and end dates**
1. September 2014- June 2015
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Targeted small group instruction given by classroom teachers
 2. Reading teachers will provide targeted small group instruction to first grade students that were Level B and below as well as second grade students from Level D to Level I from October to January.
 3. Paraprofessionals will support targeted students in first grade using the Reading Rescue System.

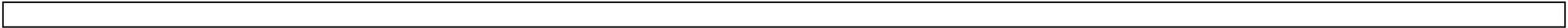
Strategies to Increase Parental Involvement

- 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).
- Parents are invited to attend the "Parents as Partners" activities so they can get themselves familiarized with reading and writing workshop.
 - Parents are invited to attend workshops for the reading being implemented in school. Parent coordinator, coaches, and administrators will plan and facilitate these learning opportunities. Parents will be provided with strategies to support their children at home.
 - Parents will receive an interim progress report.

Budget and Resource Alignment

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

| X | 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 #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.

During the 2014-2015 school year, we will increase parental involvement by an average of 20 parents per event (during or after school hours) as measured by implementing Parent Workshops in response to Parent Interest Surveys and sign-in sheets from each activity.

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.

Looking at data collected from last year's parent sign in sheets, participation in Parent/Teacher conferences, and completion of Learning Environment Surveys, the SLT realized that the percentage of parents attending workshops and other activities need to be improved.

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. Plan workshops and activities to engage parents with the PTA, teachers, and Parent Coordinator
 2. The PLC conduct a Parent Interest Survey to determine what the parents would like to learn about in regards to their child's social, emotional, and academic needs.
- B. Key personnel and other resources used to implement each strategy/activity**
1. SLT, teachers, PTA Members, Parent Coordinator, facilitators
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. Data will be reviewed once a month
- D. Timeline for implementation and completion including start and end dates**
1. September 2014 - June 2015
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Plan for Parents as Partners activities including agendas and logistics. Topics and themes will be discussed by SLT, teachers, and PTA and if necessary utilize outside resources such as Learning Leaders organization to provide extra support.

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).

We will also increase the number of workshops and offer them at varying times to address a variety of issues related to parenting and supporting children's learning at home.

Budget and Resource Alignment

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

| X | 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.

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.

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.

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

1.

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

1.

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

1.

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

1.

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).

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.

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 | <ul style="list-style-type: none"> • Guided Reading using the Fountas and Pinnell Leveled Literacy Intervention System and guided reading materials in the classroom, strategy groups, Comprehension strategy intervention using the resources of ReadWorks.org, Rti framework using the resources from TC. • Leveled libraries in the classrooms enhance students' opportunities to practice the reading and writing skills. | Small group targeted instruction | During school hours, Library book club, Saturday Academy |
| Mathematics | <ul style="list-style-type: none"> • Rti Framework and GoMath Resources • Reflex computerized program | Small and Targeted Instruction | During school hours, morning and after school programs, Saturday Academy |
| Science | <ul style="list-style-type: none"> • As part of the intervention, content-based reading is being used with 3rd, 4th, and 5th grade through non-fiction units in reading and writing. • Classroom teachers work with students in small groups. • Non-fiction leveled libraries in the classrooms enhance students' opportunities to practice reading and writing skills. | During school hours, teachers provide small group support | School Hours |
| Social Studies | <ul style="list-style-type: none"> • As part of the intervention, content-based reading is being used with 3rd, 4th, and 5th grade through non-fiction | During school hours, teachers provide small group, targeted instruction | School Hours |

| | | | |
|---------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|---------------------|
| | <p>Teachers College units in reading and writing.</p> <ul style="list-style-type: none"> • Teachers support students' comprehension skills including High Level Thinking skills by teaching strategies in reading and apply them across the content area. • Classroom teachers work with students in small groups. • Non-fiction leveled libraries in the classrooms enhance students' opportunities to practice reading and writing skills. | | |
| <p><i>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i></p> | <ul style="list-style-type: none"> • Guidance counselors provide small and one-to-one emotional support to students through interactive communication including games. • Classroom teachers and Math Cluster teachers work with students in small groups. | <p>One-to-one</p> <p>Small group</p> | <p>School Hours</p> |

**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. | | | |
| X | School Wide Program (SWP) | | Targeted Assistance (TA) Schools |
| | | | 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. |
| <ul style="list-style-type: none"> • Administrative staff will regularly attend hiring fairs to identify and recruit highly qualified teachers for our school. • Our pupil personnel secretary will work closely with our CFN -401 HR point to ensure that non-HQT meet all required documentation and assessment deadlines. • Peer Mentors and Coaches will continue to be assigned to support new and struggling teachers. • Administration will continue to provide a supportive school community where collaboration, commitment and dedication are fostered. • We will continue to support the teachers in their ongoing education which will lead to the completion of a license / tenure making them highly qualified teachers. • Teachers will only be programmed based on their area of expertise and licensing. • We will reach out to our CFN-401 Network Human Resources department as well as local universities such as Bank Street, New York University, Fordham, Lehman and Mercy College for potential graduates that will be the best match for our school community. • We will provide professional development opportunities for newly hired teachers to enhance their professional growth. • School leaders and teacher peers support the development of teachers, including those new to the profession, with effective feedback and next steps from a strategic use of short, frequent cycles of classroom observation and student work/data. |

High Quality and Ongoing Professional Development

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|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS). |
| Teachers and administrators will work together to decide, design, and facilitate professional development opportunities to enhance teachers' practice and ensure students' success. |

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 <i>the intent and purpose</i> 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)

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|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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.). |
| *Parents' Workshops addressing NYS and City expectations for Kindergarten Students |
| *Workshops addressing ELA and Math curriculum expectations for K. |
| *Reading Teachers provide focused ELA instruction to identified students |
| *School Psychologist and the Dean provide early intervention and address the social and emotional aspects of education. |

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.

*Data analysis process to identify the needs and strengths of students. Curriculum and Instruction are modified to serve the needs of our Kindergarteners,

*Inquiry Teams look at student work and progress to create action plans that will be facilitated by classroom teachers and support personnel.

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).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between 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
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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, Parent Workshops, Grandparent's Day

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 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 promptly 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.

DBN: 11X103

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

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

| Program Name | Fund Source (i.e. Federal, State or Local) | Funding Amount: Indicate the amount contributed to Schoolwide pool. | Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # |
|--------------|--------------------------------------------------|------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|--------------|--------------------------------------------------|------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| | | (Refer to Galaxy for FY '15 school allocation amounts.) | references where a related program activity has been described in this plan. | |
|-----------------------------------------------------|---------|---------------------------------------------------------|------------------------------------------------------------------------------|----------------------------------------|
| | | | Column A Verify with an (X) | Column B Page # Reference(s) |
| Title I Part A (Basic) | Federal | \$908,035.92 | X | See action plan |
| Title I School Improvement 1003(a) | Federal | \$16,961 | X | See action plan |
| Title I Priority and Focus School Improvement Funds | Federal | | | |
| Title II, Part A | Federal | \$227,518.00 | X | See action plan |
| Title III, Part A | Federal | \$22,916.00 | X | See action plan |
| Title III, Immigrant | Federal | \$17,791.00 | X | See action plan |
| Tax Levy (FSF) | Local | \$5,568,121.00 | X | See action plan |

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

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



Department of English Language Learners and Student Support

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

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

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

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

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

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

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

| Part A: School Information | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| Name of School: PS 103X | DBN: 11X103 |
| This school is (check one): | |
| <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below) | |

| Part B: Direct Instruction Supplemental Program Information |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The direct instruction component of the program will consist of (check all that apply): |
| <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy |
| Total # of ELLs to be served: 80 |
| Grades to be served by this program (check all that apply): |
| <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 |

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 8
of certified ESL/Bilingual teachers: 8
of content area teachers: 0

Describe the direct instruction supplemental program here and include the

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

Begin description here: PS 103 will provide supplemental instruction for English Language Learners (approximately 80 students) in an extended school day format. Intensive support for language acquisition, vocabulary and writing development as well as skills for the NYSESLAT exams will be offered to students from 2:30 PM to 4:30 PM, Wednesdays and Thursdays in January through April for a total of 24- 2 hour sessions of supplemental support which will be provided by 8 teachers (4 ESL, 4 bilingual-Title III). The sessions will begin on Wednesday, January 7, 2015 and conclude on Thursday, April 2, 2015. Students in all grades (K – 5) at performance levels “beginning”, “intermediate” and “advanced” will be eligible to attend these sessions.

The instructional focus for this program will be to reinforce vocabulary and writing development as well as to prepare students to successfully demonstrate the skills and competencies assessed by the NYSESLAT assessment, with an emphasis on the reading and writing components. The language of instruction will be English and or Spanish according to the needs of students. Teachers for the sessions will be identified from among our TBE and ESL instructional staff members. Materials and supplies that will both bridge and extend the work students are currently doing in class will be purchased, including test simulation materials, and vocabulary and writing materials to supplement curricula students use during the regular school day.

Materials that will be used to support the program: Santillana Spotlight on English, a systematic, research-based program that will reinforce: Oral proficiency, foundation in social and academic language, oral fluency through reading passages (front loading vocabulary), literary response and reading comprehension activities. All lessons in the program contain language and content objectives. In addition, the program offers students opportunities to create projects that validate students' cultural backgrounds and highlight contributions of different ethnic groups. Projects also build self-esteem and foster cultural awareness. Students are motivated to apply vocabulary, language and concepts learned. NYSESLAT test prep books will also be used to prepare students for the exam.

Part C: Professional Development

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

- rationale
- teachers to receive training
- schedule and duration

Part C: Professional Development

- topics to be covered
- name of provider

Begin description here: In order to provide effective and meaningful professional development to teachers of ELLs, PS 103 has provided Teacher Effectiveness Program (TEP) workshops. This workshop focuses on developing teacher competencies in the Danielson Framework for Teaching. Teachers will also participate in in-house professional development 1x/month for 3 45 minute sessions facilitated by Ms. Caban (ESL certified) our ESL coordinator and ESL/Bilingual teachers (All Title III service providers will participate) which focus on developing specific strategies (Parental involvement, NYSESLAT, SIOPI) in a variety of genres. Bilingual/ESL teachers will engage in workshops at the school covering topics such as: Analyzing and using NYSESLAT data to guide instruction, as well as learning SIOPI strategies and how to use them effectively in the classroom. Teachers of ELLs will participate in professional development related to target activities which will provide a review of SIOPI protocols as well as "test sophistication" strategies for all 3 assessments, including the ELA, Math, and NYSESLAT.

Part D: Parental Engagement Activities

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

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

Begin description here: Ms. Dominguez, one of our ESL teachers will turn-key information to other ESL and bilingual teachers, that she obtained through ELL seminars (sessions will be of 45 minutes). During these meetings, parental involvement will be discussed and ideas on how to engage parents in their child's education will be given. We will utilize staff members to translate for parents during workshops. We will also reach out to our Parent Coordinator so she may reach out to the NYC Department of Education Translation and Interpretation agency to inquire if they are able to send translators. We have invited Ms. Torres, a New York Public librarian to hold literacy workshops for parents of our English Language Learners. They will also receive information regarding free English classes they can attend at our community public library. In addition, we will be sending home Early Reading Kits by Newmark Learning that contain a guide and books for parents to help their children at home with literacy.

Part E: Budget

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

Allocation Amount: \$0

| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|-----------------------|-----------------|-----------------------------------------------------------------------------------------------------|
| Professional salaries | _____ | _____ |

Part E: Budget

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

Allocation Amount: \$0

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

**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 11 | Borough Bronx | School Number 103 |
| School Name Hector Fontanez | | |

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 Farid Reyes | Assistant Principal Liza Mojica |
| Coach Julie Moroco | Coach Julie Asari |
| ESL Teacher Nancy Caban | Guidance Counselor Palmare Gordon |
| Teacher/Subject Area Susan Varghese/ESL | Parent Martha D'Caille |
| Teacher/Subject Area Sori Kim/ESL | Parent Coordinator Marilyn Wimbush |
| 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. | 6 | 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 | 0 |
| Number of certified bilingual teachers currently teaching in a bilingual program | 4 | Number of certified NLA/foreign language teachers | 0 | Number of teachers who hold both a bilingual extension and ESL certification | 0 |
| Number of certified ESL teachers <u>not</u> currently teaching in the ESL program | 0 | Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification | 5 | Number of special education teachers with bilingual extensions | 1 |

D. Student Demographics

| | | | | | |
|------------------------------------------------------|-------------|----------------------|------------|-----------------------------------------------|---------------|
| Total number of students in school (Excluding Pre-K) | 1115 | Total number of ELLs | 196 | ELLs as share of total student population (%) | 17.58% |
|------------------------------------------------------|-------------|----------------------|------------|-----------------------------------------------|---------------|

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

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

| ELL Program Breakdown | | | | | | | | | | | | | | |
|-----------------------------------------------------------------------------------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Tot # |
| Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small> | 1 | 1 | 0 | 1 | 1 | 0 | | | | | | | | 4 |
| Dual Language <small>(50%:50%)</small> | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| Freestanding ESL | | | | | | | | | | | | | | |
| Push-in | 1 | 1 | 0 | 1 | 0 | 0 | | | | | | | | 3 |
| Pull-out | 1 | 1 | 1 | 1 | 1 | 1 | | | | | | | | 6 |
| Total | 3 | 3 | 1 | 3 | 2 | 1 | 0 | 13 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|-----|----------------------------------------------|-----|--------------------------------|----|
| All ELLs | 198 | Newcomers (ELLs receiving service 0-3 years) | 150 | ELL Students with Disabilities | 34 |
| SIFE | 0 | ELLs receiving service 4-6 years | 45 | Long-Term (completed 6+ years) | 3 |

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 | 48 | 0 | 6 | 21 | 0 | 0 | 0 | 0 | 0 | 69 |
| Dual Language | | | | | | | | | | 0 |
| ESL | 91 | 0 | 20 | 35 | 0 | 6 | 3 | 0 | 2 | 129 |

| 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 |
| Total | 139 | 0 | 26 | 56 | 0 | 6 | 3 | 0 | 2 | 198 |
| Number of ELLs who have an alternate placement paraprofessional: <u>2</u> | | | | | | | | | | |

C. Home Language Breakdown and ELL Programs

| Transitional Bilingual Education | | | | | | | | | | | | | | |
|------------------------------------------------|-----------|-----------|----------|-----------|-----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | | | | | |
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Spanish | 16 | 18 | 0 | 14 | 21 | 0 | | | | | | | | 69 |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| TOTAL | 16 | 18 | 0 | 14 | 21 | 0 | 69 |

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|-----------|-----------|-----------|-----------|-----------|-----------|----------|----------|----------|----------|----------|----------|----------|------------|
| Spanish | 11 | 23 | 29 | 13 | 17 | 17 | | | | | | | | 110 |
| Chinese | 1 | | | | | | | | | | | | | 1 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | 1 | | | | | | | | | | 1 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | 1 | | | | | | | | | | 1 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | 1 | 2 | 1 | 1 | | | | | | | | | 5 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | 1 | | | | 1 | | | | | | | | | 2 |
| Other | 2 | 2 | 1 | 1 | | 3 | | | | | | | | 8 |
| TOTAL | 15 | 26 | 32 | 16 | 19 | 20 | 0 | 128 |

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 | 3 | 2 | 2 | 2 | 4 | | | | | | | | 13 |
| Intermediate(I) | 5 | 16 | 5 | 10 | 16 | 4 | | | | | | | | 56 |
| Advanced (A) | 0 | 27 | 19 | 18 | 16 | 10 | | | | | | | | 90 |
| Total | 5 | 46 | 26 | 30 | 34 | 18 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 159 |

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 | 27 | 15 | 0 | 0 | 42 |
| 4 | 12 | 4 | 0 | 0 | 16 |
| 5 | 22 | 4 | 1 | 0 | 27 |
| 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 | 15 | 16 | 1 | 4 | 1 | 0 | 0 | 0 | 37 |
| 4 | 7 | 6 | 2 | 1 | 0 | 0 | 0 | 0 | 16 |
| 5 | 14 | 10 | 2 | 0 | 1 | 1 | 0 | 0 | 28 |
| 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 | 4 | | 7 | | 6 | | 0 | | 17 |
| 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) | 25 | 4 | 4 | 2 | | | | |
| 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.
At PS 103 the assessment tool used to assess early literacy skills of our ELLs is Fountas and Pinnell. The data informs us of the reading levels students are on. We analyze the miscues made during these assessments and place students in small groups according to their levels and/or needs. In grades K and 1 we give a Teacher's College assessment focusing on concepts of print and letter and sound

identification. Teachers assess reading levels and skills monthly through running records. Students identified as struggling will be offered an after-school program to offer them additional support in areas of need.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The data patterns across proficiency levels reveal that most students when initially entering the NYC public school system in grades K-5 and are administered the LAB-R, score at the beginner or advanced levels. The remainder of students score at the intermediate level or test out. The data patterns across proficiency levels on the NYSESLAT, reveal that in the lower grades K-2, the majority of the students score at the intermediate or advance levels, with less students scoring at the beginner or proficient levels. Most of the students in grades 3-5 score at the intermediate or advance levels with fewer students scoring at the beginner or proficient levels. Fifty of the students in the lower grades move from one level to the next and 33 of our upper grade students move from one level to the next.
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 Modality report not available at this time
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?
 - a. Although students were tested in their native language, the results indicate that they performed below grade level. When students tested in English, they appear to have a better grasp of certain skills even though they scored below grade level. On the NYSESLAT students at our school score high on the Listening/Speaking modalities but much lower on Reading/Writing.
 - b. School leadership and teachers are using the results of ELL periodic Assessments to ensure alignment of planning to meet the needs of ELL students. Periodic Assessments show that ELLs are struggling with reading comprehension, inferences, point of view etc.
 - c. Periodic Assessments inform us that ELLs in grades 3-5 are reading and writing below grade level. Test results are used for to guide teacher's instruction to ensure differentiation of instruction. Native language instruction is used in content areas.
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](#).)
RTI is implemented at our school in grades K-5. ELLs are provided with small group instruction, Extended Day and some receive individualized instructional support by paraprofessionals. We have a universal screening that is administered to all students in the beginning of the year to establish a baseline of performance and to identify students who are not making academic progress at expected rates. Students will be screened in the following areas of literacy: Oral expression, written expression, phonological awareness, decoding, reading fluency and comprehension. Following the screening, students will be provided to the additional support needed according to what Tier they fall in.
6. How do you make sure that a child's second language development is considered in instructional decisions?
Teachers incorporate multiple pathways such as visuals, tapes, poetry and songs into their lesson plans. The data used is based on Fountas & Pinnell assessments. Once teachers assess students and it is evident that they have mastered benchmarks then the transition to more English is made. The RLER report is generated and analyzed by our ESL teacher and the information is shared with classroom teachers.
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.).
We evaluate our ELLs success by how they perform on the NYSESLAT (movement in levels beginners, intermediates and proficient), if they meet AYP and if they are on or above grade level in reading, math and the other content areas.

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](#).)
 1. The identification process of ELLs at PS 103 begins with the administering of the Home Language Survey at registration. Oral interviews of parents and children are then conducted by a trained pedagogue, Ms. Nancy Caban, our ESL teacher in Spanish if needed. The Home Language Surveys are then screened by Ms. Nancy Caban, and students entitled to testing are administered the LAB-R within 10 days of enrollment. Ms. Caban then hand scores the LAB-R and keeps results on file in her office room B10. If students do not pass the LAB-R, then they are administered the Spanish LAB. Students are appropriately placed according to results (raw scores). PS 103 analyzes the RLER Report to conduct annual evaluations of our ELL population to ensure that all ELLs in our school take the NYSESLAT. We also utilize the results of the NYSESLAT to have discussions with teachers as to how they may use the results to guide and differentiate their instruction.
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.
 2. Early in the school year (within the first 10 days of school) a parent orientation session is organized to inform parents of programs available for their children. Parents receive letters informing them of the meeting in English and Spanish. They also receive a phone call prior to the orientation to remind them of the meeting. At the orientation, which is conducted by Ms. Caban, our ESL teacher and our Parent Coordinator, Ms. Marilyn Wimbush, parents view the Parent Connection DVD in different languages of program choices available to their children. Moreover, parents listen to ESL/Bilingual teachers speak in English and Spanish about the different programs in sequence (TBE, Dual Language & ESL) offered by the NYC Department of Education and their benefits. Parents are then given the Program Selection Surveys and translators are available to assist them with the completion of Program Selection Surveys. If parents select Dual Language programs, we explain to them we do not offer it at that time and offer them information of schools that do offer it. Parents of newly enrolled students (that come in during the school year) are welcome to attend other parent orientation sessions throughout the year, in which they view the DVD about the three programs, and are also assisted in completing program selection surveys. Our school strives to inform parents in as many languages as needed, therefore, if we do not have the Parent Connection DVD in languages spoken by some parents we will contact the Translation Unit to obtain it in other languages. We will also be distributing Program Selection surveys and Continuation of Services letters in parent's native languages.
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 [\[see tool kit\]](#).)
 3. Early in the school year a parent orientation session is organized to inform parents of programs available for their children. Parents receive letters informing them of the meeting in English and Spanish. They also receive a phone call prior to the orientation to remind them of the meeting. At the orientation, which is conducted by Ms. Caban, our ESL teacher and our Parent Coordinator, Ms. Marilyn Wimbush, parents view the Parent Connection DVD in different languages of program choices available to their children. Moreover, parents listen to ESL/Bilingual teachers speak in English and Spanish about the different programs in sequence (TBE, Dual Language & ESL) offered by the NYC Department of Education and their benefits. Parents are then given the Program Selection Surveys and translators are available to assist them with the completion of Program Selection Surveys. Entitlement letters are also distributed to parents during the parent orientation session, along with the NYSESLAT parent report. If parents select Dual Language programs, we explain to them we do not offer it at that time and offer them information of schools that do offer it. We place students according to parental choice. Parents of newly enrolled students (that come in during the school year) are welcome to attend other parent orientation sessions throughout the year, in which they view the DVD about the three programs, and are also assisted in completing program selection surveys. Our school strives to inform parents in as many languages as needed, therefore, if we do not have the Parent Connection DVD in languages spoken by some parents we will contact the Translation Unit to obtain it in other languages. We will also be distributing Program Selection surveys and Continuation of Services letters in parent's native languages. These placement letters are secured by our ESL teacher in a file in her room B10. The RLER report is analyzed by our certified ESL teacher and she ensures that those students eligible to take the NYSESLAT are identified and receive test prep strategies and take the exam in the Spring.

The ELPC screen was completed after we held our parent orientation session. We frequently update the ELPC screens as student information changes.

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.
 4. At PS 103, the criteria used and procedures followed to place identified ELL students in bilingual or ESL instructional programs is the following: Students are identified by the Home Language survey and oral interview of children and parents by our certified ESL teacher Ms. Caban at registration. Students eligible for testing are then administered the LAB-R in English and or Spanish (if child does not pass LAB-R in English and are Spanish speaking). The assessment is then hand scored by the ESL teacher, and raw scores identified. Parents are then notified (by ESL teacher) of test scores and based on the Selection form; students are placed in either TBE or ESL programs.

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.

After analyzing the RLER report our testing coordinator creates a schedule indicating dates for administration of all four modalities. After review of IEPs we identify students who may need modifications (separate location, smaller group etc.). This past spring teachers were not allowed to administer the speaking portion to students they serviced, therefore, other licensed teachers administered and will continue to administer this portion of the exam. Classroom teachers will administer the listening, reading and writing sections of the test. The administration of the NYSESLAT is done within the testing window required by the New York City Department of Education.

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. 
 6. After reviewing the Parent Survey and Program Selection forms for several years, the trend noticed is that more parents are choosing ESL classes over Bilingual classes.

Program models are aligned with parental requests. PS 103 offers ESL/Bilingual programs. In the event that parents choose a Dual Language program, which we do not offer, they would be referred to a school that offers the program. In the last 3 years, we have received 39 ESL parental options and 35 for the TBE program.

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])?
 1.
 - a. At PS 103 instruction of ELLs is delivered through ESL self-contained and Bilingual classrooms, as well as the push-in model conducted by a certified ESL teacher. In our push-in model, the ESL teacher and classroom teachers articulate about how best to differentiate instruction for all ELLs. During the literacy block/math block, the ESL teacher pushes in and works on themes, phonics, math, vocabulary using the program from Rigby On our Way to English. Students at beginning and intermediate levels receive 8 periods/360 units of instruction by the ESL teacher. Advanced ELLs receive 4 periods/180 units (sometimes more) of instruction by the ESL teacher, Ms. Caban.
 - b. Our ESL/Bilingual classes are heterogeneous (mixed proficiency levels) in self-contained classes. ESL instruction takes place in different content areas using ESL methodologies. Native Language Arts instruction takes place in content areas in TBE classes.
 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)?
 2. PS 103 ensures that mandated number of instructional minutes is provided by placing students in self-contained ESL classes. For TBE classes the teachers' immediate supervisors meet with them frequently to discuss proper implementation of required language instruction.
 - a. ESL = 360 units/week for beginners and intermediate for advanced students= 180 units/week. At PS 103 we have 90 minute literacy blocks daily which includes ELA and NLA activities. Data from the LAB-R, NYSESLAT, and running records help determine levels and groupings of ELL students. Class program cards reflect the mandated minutes of instruction in NLA and ESL. Schedules are reviewed by administration to ensure that mandates will be adhered to. During monthly data talks, lesson plan books are reviewed to determine appropriate instruction in accordance with CR Part 154:
Beginning= 60% Spanish/40% English
Intermediate=50% Spanish/50% English
Advanced=25% Spanish/75% English
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.
 3. Content areas are delivered in English in ESL classes and in Spanish & English in bilingual classes. Classroom teachers also use the ON our Way to English program to reinforce needed literacy skills. These programs are aligned to the CCLS. Teachers also differentiate instruction according to the different levels (beginners, intermediate, advanced) in classes. Teachers use Lexia a technology program purchased for our ELL population that focuses on literacy skills and provide NLA support by giving instructions in Spanish if needed. Teachers also group students according to levels-beginning, intermediate and advanced to provide small group instruction according to student needs. AIS support is also provided to ELLs by certified reading teachers. Classrooms are also equipped with books in native language and teachers have a buddy system where they reach out to peers/staff that speak other languages to assist students more effectively.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

During lessons and small group instruction teachers check for understanding. Running records are administered in Spanish to assess students' reading levels.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Teachers assess throughout the year via running records, classroom discussions, writing pieces and the ability for students to complete tasks. In grades 3-5 students take Interim NYSESLAT assessments and based on students' performance, teachers know what areas they need to focus on.
6. How do you differentiate instruction for ELL subgroups?
- Describe your instructional plan for SIFE.
 - Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - Describe your plan for ELLs receiving service 4 to 6 years.
 - Describe your plan for long-term ELLs (completed 6+ years).
 - Describe your plan for former ELLs (in years 1 and 2 after testing proficient).
- 4.
- SIFE students will be invited to participate in our afterschool program that will focus on our ELLS only. ESL materials will be used during that time to reinforce content taught in classrooms. These students are also in self-contained ESL classes where they receive small group instruction, many visuals and differentiated work. During the school day teachers modify instruction to meet the needs of SIFE students. Modifications include: small group instruction, hands on activities, visuals, poems, and songs. Teachers are provided with instructional materials on instructional levels of students in order to provide level appropriate lessons and activities.
 - ELLs in our school with 3 years or less in US schools will be serviced in self-contained classes, and/or push-in/pull-out by the ESL teacher. Teachers of ELLs work on test prep strategies with students throughout the school year. ELLs in need of extra intervention receive AIS services by reading teachers and/or SETTS teacher. All SIFE students will be invited to participate in our Title III Early Program where students will receive additional support.
 - ELLs receive instruction from certified ESL teachers to ensure adequate strategies are taught using On Our Way to English to help this student population be successful academically. They will also be able to attend the after school program for ELLs at the school. Students also receive AIS support daily according to their needs.
 - Long term ELLs will be invited to attend an after school program for our ELL population only. During that time they will receive instruction using ESL specific materials. These students will also participate in Title III Early program to assist them with test taking skills to get them ready for the NYS exams.
 - Former ELLs continue to receive support using SIOP strategies. They also receive extended time for testing.
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?
7. All our ELL classrooms are equipped with listening centers, computers, laptop availability, visual aides such as: charts and pictures. Balanced Literacy (reading & writing workshop) , Go Math!, On our Way to English are programs that support our ELL students. Our school aslo provides leveled classroom libraries, Houghton Mifflin social studeis and Harcourt science programs. We aslo follow Making Meaning and Units of Studies programs.
Instructional strategies include: SIOP model, small group instruction, and RTI
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?
ELLs-SWDs receive ESL services (beginners & intermediate) 360 units/8 periods and advanced students 180 units. Curriculum maps developed by our teachers have differntiated instruction and activities incorporated into them to ensure that this population receives needed support for them to meet their IEP goals. Students are placed in ICT classes when their IEP's state that is the proper placement for them. Students interact with peers during lunch, recess and gym.

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: | | | |

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

| | | | | |
|-----------------|--|--|--|--|
| Social Studies: | | | | |
| Math: | | | | |
| Science: | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

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

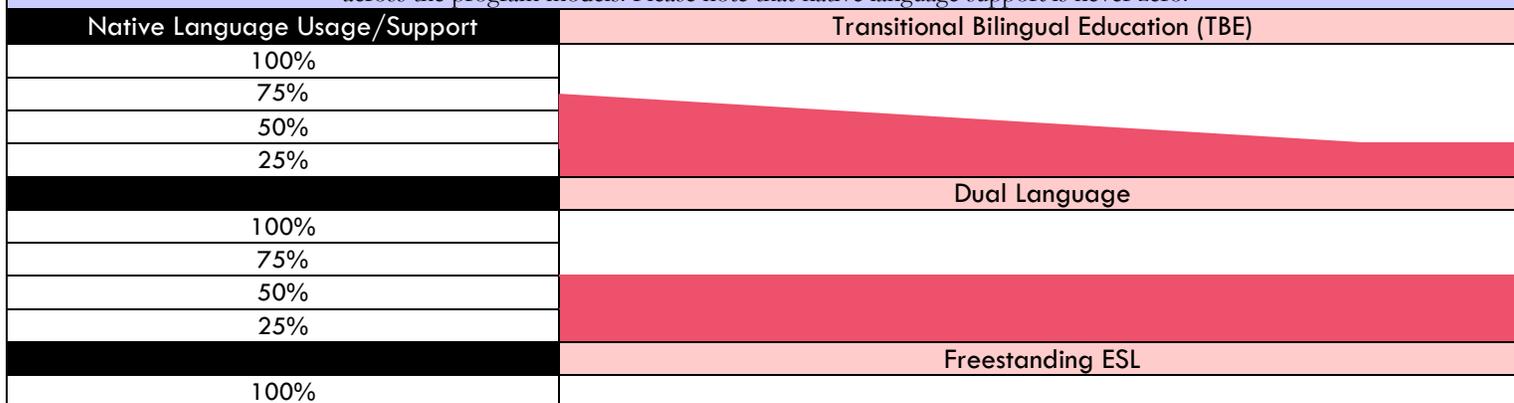
| | Beginning | Intermediate | Advanced |
|-------------------------------------------------------------------|----------------------|----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180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



| | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------|------------------|---------------------|-----------------|
| 75% | | | |
| 50% | | | |
| 25% | | | |
| TIME | BEGINNERS | INTERMEDIATE | ADVANCED |
| 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.

At PS 103 there are 196 students designated English Language Learners. There are students being served in 6 English as a Second Language classes and 4 Bilingual classes in grades K-5 as well as in a push-in model. ESL teachers provide instruction in all subject areas using ESL methodologies. ESL staff members will be participating in staff development related to the differentiation of instruction in order to meet the needs of all students. Programs being used currently include: On our Way to English, Siop Model, as well as numerous approaches and strategies. Some approaches used are: The natural, multi-sensory, cooperative learning, and TPR approaches in content area units. Students are also invited to participate in our afterschool programs, and also engage in small group instruction as well as receive AIS during the school day. Beginner and intermediate students receive 360 units of ESL per week. Advanced students receive 180 units of ESL per week. Four bilingual teachers service native Spanish-speaking students in Transitional Education classes in grades K-4. Transitional Bilingual education teachers use Spanish/English for instructional activities to address the needs of students at each proficiency level as follows: Beginning 60/40, Intermediate 50/50, and Advanced 25/75. Materials used in ESL and TBE classes are aligned with those used in the mainstream English classes, and are supplemented with a curriculum designed for English Language Learners, such as: Rigby On our Way to English in grades K-4. Both our TBE and ESL classrooms contain a rich variety of developmentally appropriate, authentic and quality literature in a broad range of genres in English and Spanish. Within each class instructional groupings are based on student's levels of English proficiency. Students identified as being in the country over 1 year will also be invited to participate in our Title III Early Morning Program to expose them to format of NYS exams. At PS 103 our TBE and ESL classrooms are staffed with teachers who are equipped with appropriate teaching certifications and regularly participate in professional development. Teachers of ELLs participate in PD with general education colleagues. For math, we have implemented the Go Math! program which has RTI for students. The program has a section specifically for our ESL population.

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 Rigby program addresses the needs of beginning, intermediate and advanced students in content and language development. We find students are engaged in discussion with one another developing their language and understanding. The data is derived from unit tests at the end of the thematic units. This data informs the teacher if students are applying language, and are acquiring vocabulary development. The data is reviewed monthly when each unit concludes.

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

PS 103 is currently seeking for a grant to purchase Rosetta Stone. Our rationale is that this program will help our ELLs with needed language skills and will augment students' grammar, pronunciation and vocabulary among other needed skills.

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

Lexia because of lack of funding

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

All students, including ELLs will be invited to participate in all programs at PS 103 as well as an additional afterschool program. They also participate in extended day where they receive additional instructional support. ELLs will also participate in a instructional/enrichment afterschool program. Teachers of ELLs use Into English (ESL curriculum) as a supplement to our core ESL program On Our Way to English.

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

All our ELL classrooms are equipped with listening centers, computers, laptop availability, visual aides such as: charts and pictures. Laptops are readily available to ELL students for the Lexia program. Balanced Literacy (reading & writing workshop), EM, On our Way to English is a literacy program that supports our ELL students. Our school also provides leveled classroom libraries, Houghton Mifflin social studies and Harcourt science programs. We also follow Making Meaning and Units of Studies programs.

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

Native language support is provided by offering Spanish resources such as: guided reading books, EM and Math Steps in Spanish. Native Language Arts in several content areas. We also encourage a buddy system where students are paired with students at

higher levels of English proficiency.

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

Services and resources offered to our ELL population is appropriate for all ages and grade levels. ELL students are in self-contained classes where instruction is provided by a certified ESL teacher. Students in other class settings requiring services push in to ESL classrooms at appropriate age and grade levels. We also service students in a pull-out/push-in models, where our ESL teacher provides required services.

All materials purchased and placed in ESL/TBE classrooms are the results of analyzing data and determining the appropriate materials to meet their needs.

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.

Every June, PS 103 invites parents of incoming kindergarten children to an information session where a resource packet is distributed to each parent in attendance.

18. What language electives are offered to ELLs?

Does not apply

19. For schools with dual language programs:

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

N/A

C. Professional Development and Support for School Staff

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

1. All school personnel who work with ELLs will be encouraged to participate in OELL workshops throughout the year. In addition, teachers of ELLs also have 1 common planning day per week when PD is offered monthly. On those days teachers also share ideas and concerns in regards to ELLS. There will also be central professional development and network support offered to teachers. Teachers also attend monthly grade meeting 2x/month.

2. We have a staff developer who will be coming in and providing teachers of ELLs with strategies to help their students meet the Common Core Learning Standards. Our PD in November will focus on ESL standards and how they align to the CCLS. We will continue this work throughout the year during our monthly meetings.

3. This school year we will be reaching out to a middle school close to PS 103 to get information about their expectations for students entering 6th grade at their school, in order to assist students with the transition. We will also inform parents of Open Houses, summer programs and schools in the community that provide ELL services for their children. Our upper grade guidance counselor assists parent with school applications that meet needs of our ELL population.

4. New teachers will receive 7.5 hours of training, conducted by in-house ESL teacher, consultants, DOE and/or network. The school keeps track of teachers who have complied/or need to comply via sign-in sheets for PD offered. Records are maintained in a PD binder.

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?

1.. PS 103 offers parents many opportunities throughout the school year to participate in various activities such as "Children at Work", Family Learning Nights, among others, where information is given in English and Spanish. We invite parents to attend an information session focusing on strategies they can use at home to help their children prepare for the NYSESLAT. Parents will also be provided with test samplers on different grade levels as a resource to use at home with their children. Although many parents attend such activities, we have noticed a trend that indicates that a greater number of ELL parents attend more often than others.

2. Our Parent Coordinator, Team Leaders, and reading teachers provide workshops for parents throughout the school year. The Parent Coordinator and Parent Association also provide services information sessions several times per year in Spanish and English. We also provide information about activities in the community.

3. In order to evaluate the needs of parents, our Parent Association distribute surveys asking parents topics of interest and/or needs to be addressed at parent meetings. We also analyze NYCDOE Learning Environment surveys to address needs and concerns of parents.

4. Parental involvement activities address the needs of the parents because we plan activities according to the feedback we get from them during PTA monthly meetings and/or conversations shared by parents with the Parent Coordinator at the school. The Parent Coordinator communicates parent needs to administration and they too plan activities and/or address concerns. Ms. Ramos, our Media Center teacher has been informing parents of computer workshops at the local library.

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.

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 | | 1/1/01 |
| | Assistant Principal | | 1/1/01 |
| | Parent Coordinator | | 1/1/01 |
| | ESL Teacher | | 1/1/01 |
| | Parent | | 1/1/01 |
| | Teacher/Subject Area | | 1/1/01 |
| | Teacher/Subject Area | | 1/1/01 |
| | Coach | | 1/1/01 |
| | Coach | | 1/1/01 |
| | Guidance Counselor | | 1/1/01 |
| | Network Leader | | 1/1/01 |
| | Other _____ | | 1/1/01 |

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 11x103 School Name: PS 103

Cluster: 11 Network: 401

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.

Our ESL teacher analyzes the Home Language Surveys and data (breakdown of languages) on the Language Allocation Policy and informs our Parent Coordinator of the different languages parents speak in order to send information to them in their preferred language. The Parent Coordinator has a poster by her room in different languages informing parents of language and translation services we may provide to them.

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

Our findings is that the majority of parents of ELLs in our school speak Spanish. There are several parents that speak Albanian, French and Chinese as well. Our Media Center teacher has informed our NYC community library of the large number ELL parnets we have in our school and they have created a partnership to provide these parents with workshops and resources in Spanish.

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.

Our Parent Coordinator translates letters for Spanish speaking parents. If letters need to be translated into other languages then we send them to The Translation and Interpretation Unit.

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.

Our ESL teacher informs our Parent Coordinator of languages spoken by parents and she then offers parents translation assistance during Parent Teacher conferences . We utilize in-house staff and personnel from the Translation and Interpretation Unit of the DOE to assist parents with language needs.

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>.

Our Parent Coordinator has been trained by the DOE Translation and Interpretation Unit and is aware of language and translation services for parents. When workshops are offered to parents, the school offers translation in Spanish to those parents whose preferred language is Spanish.