



# 2014-15 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

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

**09x199**

**School Name:**

**P.S. 199X- THE SHAKESPEARE SCHOOL**

**Principal:**

**LILIA NAVARRETE**

## Comprehensive Educational Plan Outline

**Section 1: School Information Page**

**Section 2: School Leadership Team (SLT) Signature Page**

**Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)**

**Section 4: CEP Overview**

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

- **Section 5A Capacity Framework Element - Rigorous Instruction**
- **Section 5B Capacity Framework Element - Supportive Environment**
- **Section 5C Capacity Framework Element - Collaborative Teachers**
- **Section 5D Capacity Framework Element - Effective School Leadership**
- **Section 5E Capacity Framework Element - Strong Family-Community Ties**

**Section 6: Academic Intervention Services (AIS)**

**Section 7: Title I Program Information**

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

**Section 1: School Information Page**

**School Information**

School Level: Elementary School Number (DBN): 09X199  
School Type: Elementary Grades Served: Pre-K-5  
School Address: 1449 Shakespeare School, Bronx, New York 10452  
Phone Number: 718-681-7172 Fax: 718-681-7176  
School Contact Person: Camelle Person Email Address: Cperson2@schools.nyc.gov  
Principal: Lilia Navarrete  
UFT Chapter Leader: M. Purnell  
Parents' Association President: Natalie Rosario  
SLT Chairperson: Myrna Salguero  
Student Representative(s): \_\_\_\_\_

**District Information**

District: 09 Superintendent: Leticia Rodriguez-Rosario  
Superintendent's Office Address: 450 St. Paul Place, Bronx, NY 10456, Telephone number for  
Superintendent's Email Address: LRosario2@schools.nyc.gov  
Phone Number: 718-579-7143 Fax: 718-410-7017

**Cluster and Network Information**

Cluster Number: 5 Cluster Leader: Debra Maldonado  
Network Number: 534 Network Leader: Ben Waxman

**Section 2: School Leadership Team (SLT) Signature Page**

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Lila Navarrete	*Principal or Designee	
M. Purnell	*UFT Chapter Leader or Designee	
Natalie Rosario	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
There are 5 parents and 5 Teachers listed as members. This indicates 50/50, do either of the PTA president or Union Representative count?	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Tulani Samuel	Member/ UFT	
Steven Baumfeld	Member/ UFT	
Raiza Santana	Member/ UFT	
Myrna Salguero	Member/ UFT	
Michelle Kennedy	Member/ Parent	
Harriet Omane	Member/ Parent	
Marilyn Castro	Member/ Parent	
Mikieya Brown	Member/ Parent	
Consuelo Marte	Member/ Parent	
Sandra Herrera	Member/ UFT	
	Member/	

\*\*Signature of constituent only indicates consultation in the development of the CEP, not approval.

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

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

#### The Capacity Framework and CEP Development

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



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

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

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

The Six Elements of the Capacity Framework	
1.	<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	<b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	<b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	<b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	<b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

## The Quality Review and the Capacity Framework

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

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

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

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

Our mission is to be a school that is exemplary of a community of readers, writers, and problem solvers, who are citizens of a rapidly changing world. We are a team of students, educators, parents and the community at large who use technology; appreciate the arts, value diversity, and meet rigorous Common Core Standards everyday.

As a school community we have established a culture of self-evaluation on a yearly basis. We begin with our Parent-Staff School Retreat every late May or early June. The process itself is embedded in our daily practices as well. We are a school who strongly believes in Distributive Leadership; therefore one of our senior teachers has led our School Leadership Team for the past five years. The SLT outlines our CEP's goals under the leadership of our schools administrative team.

ALL staff members were previewed to data pertinent to student learning outcomes and achievement. Additionally, ALL staff engaged in activities to analyze student achievement data in order for us to (as a school community) reflect deeply on our current practices, and past challenges and success in reaching our yearly school's instructional goals. We convened together and created grade level cohorts of teachers and Educational Assistants. Our Administrative Team, discussed protocols to be used during the activity. It was imperative for all participants to equally contribute to the discussion in order to have a valid and equitable process.

Each cohort had the opportunity to engage in an active discourse around our school's:

1. instructional goals
2. school culture
3. instructional program
4. pedagogical practices
5. assessment practices
6. unique programs for our students

Their responses were memorialized on chart paper. Immediately following the memorialization, we concluded the process by providing each grade leader, during our School's Instructional Team meeting, the opportunity to provide additional feedback, if necessary. The same opportunity for feedback was also given to the members of the School Leadership Team.

This analytical process revealed our strengths from last year were as follows:

**Cohesive and Strategic Lesson planning school wide**  
**Mastery of Differentiation of Instruction**  
**Effective use of horizontal and vertical planning.**

As a result of these identified strengths we were able to accomplish the following:

1. We developed a calendar to guarantee time (e.g., early release days, days between terms) and meeting structures (e.g., whole staff, teaching teams, individual coaching) for on-site professional development.
2. Employ strategic scheduling to provide uninterrupted time for individual teacher preparation and planning, team or grade-level planning, and meetings of the whole staff.
3. Provide opportunities for teachers to use planning time for designing curriculum,

improving instruction and assessment practices, and reflecting on and refining aspects of school culture.

4. Build collective expertise through peer learning opportunities.

5. School leaders and teachers employ structures for productive use of common planning time, including norms, agendas, minutes, roles for facilitation and participation, and plans for follow-through.

6. Design lessons based on students' learning styles. Group students by shared interest, topic or ability for assignments. Assess students' learning using formative and summative assessments.

7. Manage the classroom to create a safe and supportive environment. Continually assess and adjust lesson content to meet students' needs.

Due to influx of new teachers hired, the progress we have made with developing teacher pedagogy in Differentiating Instruction needs to be sustained. This challenge will be addressed through lunch and learns, teacher team meetings, learning walks, Professional Development opportunities and through informal and formal observation feedback.

Based on the feedback and results from Learning Walks, School Intervisitation Feedback, Formal and Informal Observations and Teacher Professional Growth (evidenced on NYC Advance-Measure of Teacher Effectiveness Tool), we have identified our largest area of growth as Lesson planning and Teacher Team collaboration.

As a result of triangulating data from Teacher Survey for Professional Development Options, Teacher Advance Data from 2013-2014 school year, and Student Achievement Scores in grades 3-5 from 2013-2014, we have identified our key area of Focus as using the Socratic Method and the principles of the Sheltered Instruction Observation Protocol (SIOP) model to promote the development of Critical Thinking through improving **Questioning and Discussion Techniques.**

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

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

### Part 1 – Needs Assessment

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

Our school has effective measures in place to support planning rigorous instruction that provides multiple entry points for all students to learn. According to the data gathered from Initial Planning Conferences with teachers, our priority needs are to develop the Questioning and Discussion techniques of students as a means to improve conceptual understanding and promote critical thinking skills necessary to improve performance for ALL student population in both ELA and Mathematics Instruction.

### Part 2 – Annual Goal

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

By June 2015, The percentage of students in grades 3-5 including students designated as ELLs and SWDs performing at level 3 and 4 on the April 2015 ELA and Math test will increase by 3-5%. The percentage of students in grades K-2 performing at grade level in reading will increase by 5-7% and in math will increase 8-10%.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Teacher will deepen their questioning and discussion techniques within Reading and Mathematics Instruction and within all classroom structures, to promote critical thinking and essentially improving students writing. Using Junior Great Books as a resource, our school community will practice our School wide Discussion Norms.	All Classroom and Out of Classroom Teachers	September 2014 to June 2015	All pertinent Junior Great Materials will be distributed by Mrs. Person , Literacy Coach and all administrative staff will ensure implementation of

			the program and its effective delivery
<p>School Based, school created instructional Units are implemented.</p> <ul style="list-style-type: none"> <li>• Within units pre- and post- assessments are given for both Math/ELA and data is analyzed.</li> <li>• Instructional decisions are made using next steps</li> <li>• Teachers unpack an exemplar and align it to the color coded rubric providing concrete examples for ALL student to access learning.</li> <li>• Higher Order Thinking questions are embedded throughout the implementation of school wide goals.</li> <li>• UDL and DI strategies are implemented in order to address the needs of every student</li> <li>• Units contain specific sections for suggested activities for ELLs and SWDs Support.</li> <li>• Rebus writing paragraphs, the use of cognates, and the Estrellita Phonic Program all provide supports for our Native Spanish speaking students.</li> <li>• SIFE students are strategically targeted and supported</li> <li>• STH are equally serviced based on needs.</li> <li>• Go Math by Houghton Mifflin is paced according to the needs of our students based on the shifts outlined in the CCLS for Mathematics.</li> <li>• Math Thinking notebooks are used to develop procedural fluency and to support students' self-assessment and monitoring skills following a structured Multi-Step problem solving framework.</li> </ul>	ALL Students	September 2014 to June 2015	Teachers consistently revise units and adapt it to meet student needs.
<p>Professional Development-</p> <ul style="list-style-type: none"> <li>• Lunch and Learns are created to support intellectual development and student achievement.</li> <li>• Peer Evaluation/Intervisitation</li> <li>• Learning Walks include classroom teachers to build community of trust and collaboration through informal feedback and open door policy.</li> <li>• Parents are provided Workshops on Tuesdays in ELA, Math, CCLS, NYS Testing, Science, Supporting Students with Special Needs and Instruction Strategies and options for English Language Learners.</li> </ul>	Teachers and Parents to support all student achievement	September 2014- June 2015	All members of the School Community: Administration, Teachers, Parents and Students, will hold each other accountable for support in outlined areas
<p>Title I and Title III Afterschool Programs are designed to target students performing at level 2 and 3 on NY State exams and English Language Learners</p>	Students who scored level 2 or 3 on NY State Exams Intermediate and Advance Proficiency level scoring ELLs	November 2014- May 2015	Afterschool Teachers and Administration

**Part 4 – Resources Needed**

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

Junior Great Books materials, pre- and post- assessments, schoolnet.com, color coded rubric, school wide goals, ELA Units, Estrellita Phonic Program, Go Math by Houghton Mifflin, Math Thinking notebooks

**Part 5 – Budget and Resource Alignment**

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

X	<b>Tax Levy</b>	X	<b>Title I Basic</b>	X	<b>Title IIA</b>	X	<b>Title III</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

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**Part 6 – Progress Monitoring**

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

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

Math-benchmark assessments and chapter tests  
 ELA- pre and post assessment data (being recorded through schoolnet. F&P levels submitted 4 x a year; October, January, March and May  
 Local Assessments (4 times per year)  
 MOSL(2 times per year)  
 Pre- and Post- Assessments Per Unit (Quarterly)  
 STARS assessments (Per Skills standard)  
 Teachers rated developing and ineffective for Danielson’s 3b (Use of Questioning and Discussion Techniques) will make one level progress within this school year.

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

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

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

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

### Part 1 – Needs Assessment

- |    |   |
|----|---|
| 3. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 4. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.  |

As a school our concentration of rigorous and relevant instruction coupled with the need to develop a common language of Respect, Responsibility and Readiness have allowed us to establish a school culture where students feel safe, supported and challenged by the school community at large.

Analysis of supportive elements in our School Environment Survey reveal 92% of teachers Strongly Agree and Agree that there is a person or a program that helps students resolve conflicts. 94% of our parents feel welcome and receive communication about their child’s progress in a language they can understand. As a result, our priority needs are to increase engagement of the parents and teachers to further support student progress and achievement. By incorporating all components of the Action Plan parents, teachers and students will be armed with the common language and skills necessary to improve the development of student social emotional growth and well-being.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
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We will foster an environment of support and mutual respect among community members as evidenced by a 10% decline in the amount of online occurrence reports and an increase of 5% in parent, teacher and student involvement as indicated by the school Learning Environment Survey by June 2015.
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### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust			
#1- The School wide implementation of The 3R’s Club (Be Respectful, Be Responsible and Be Ready) is in its second year and has been revised to accommodate the needs of all students-targeting the Tier 2 and Tier 3 behavior concerns during some RTI meetings and during Parent Meetings. In Safety Meetings the committee identifies high risk areas and makes revisions to organizational structures.	ALL students Tier 2 and 3 Behavior Intervention Students	September 2014-June 2015	All Staff for implementing and Mrs. Person, Ms. Malagrega, Ms. Quezada and Ms. Navarrete for overseeing

Class Dojo has been added as a means of quantifying behavioral progress and communicating said progressions to parents electronically.			Interventions and follow up practices.
#2-There will be monthly assemblies supporting community building for all grades. The Principal's Book of the Month is shared aloud that teach students essential character traits to develop self-awareness and self-esteem.	Teachers, Students, and Parents	October 2014-June 2015	All Staff for sharing the book of the Month and Mrs. Person and Guidance Counselors for assemblies.
#3- The School will adopt the Bucket Filling ideology to enhance the foundation created in the previous year Positive Behavior Intervention Program (3R's) and support the social emotional development of the students. Bucket Filling will arm students with language and skills necessary to speak up and seek out peers and adults to share information about threats and conflicts.	All Staff and All Students	November 2014- June 2015	ALL staff for encouraging the ideology.
#4 The Guidance Counselors support our Respect for All initiatives by teaching students self-regulation strategies to identify and cope with conflict. An additional Guidance Counselor was hired to support the Respect For All initiative.	Tier 2 and 3 Students, All students	September 2014- June 2015	Ms. Santana and Ms. Ramirez for implementing the RFA guidelines and curriculum school wide and teaching strategies to our Tier 2 and Tier 3 students.
#5 As a school community we are reading <u>How Children Succeed</u> by Paul Tough to strengthen teachers and parents ability to respond to student's social and emotional needs.	Students	September 2014- February 2015	Administration Staff, and Parents

#### **Part 4 – Resources Needed**

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

School wide incentives, trips and bucket filling posters and paraphernalia, 2 guidance counselors, Book of the month, working projectors and technology for Class Dojo.

#### **Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

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

#### **Part 6 – Progress Monitoring**

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

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

There will be a 10% decline in the number of Online Occurrence Reports as compared to the previous year.  
The amount of positive rewards on Class Dojo will increase by March  
Parents will be surveyed about effective use of Tuesday Parent Engagement Meetings.

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

11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
12.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

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

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

### Part 1 – Needs Assessment

- |     |   |
|-----|---|
| 13. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 14. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.  |

The Learning Environment Survey results reveal 89% Teachers surveyed report that teachers work together on teams to improve their instructional practice and 92% feel supported by other teachers at our school. 91% of Teachers surveyed report that the professional staff believe that all students can learn, including English language learners and students with disabilities. Overall, 86% of Teachers report that Professional Development in our school provides opportunities for teachers to work productively with colleagues.

Our growth in the area of Teacher Teams and its impact on curricular adjustments prepare students for college and careers. In order to address our priority needs to strengthen teacher instructional capacity in the area of Questioning and Discussion, teachers will consistently engage in collaborative activities to improve techniques.

Student scores on Post Unit Assessments will improve in comparison to Pre-Unit Assessment. Students will score levels 3 and 4 on rubrics indicating mastery of CCLS Aligned Unit Goals. According to Charlotte Danielson's Measures of Teacher Effectiveness teacher progress will be measured as a mid-point benchmark.

### Part 2 – Annual Goal

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

By June 2015 90% of teachers will strengthen instructional capacity according to Charlotte Danielson’s Measures of Teacher Effectiveness by engaging in inquiry-based, structured professional collaborations as evidenced by weekly agendas.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust			
Teachers were trained to use the Tuning Protocol to analyze student work and reflect on teacher practices to impact student achievement outcomes.	ALL Teachers and Out of Classroom Teachers	September 2014-2015	Administration and Teachers

Teachers are afforded the opportunity to meet and reflect on the successes and challenges of teaching the knowledge and skills in the current units of study.	All Teachers	September 2014- June 2015	Administration, teachers, coaches, network
Grade Meetings and Intervisitations	All teachers	September 2014-June 2015	Teachers
Professional development options were created by Teachers for Teachers. All teachers are afforded Lunch and Learn and formal Professional development opportunities to support the instruction of ELLs and SWDs, Students in Crisis, and Students in Temporary Housing, and ALL students.	All teachers	September 2014- June 2015	Administration, Instructional Coaches, Teachers, Network

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Tuning Protocol, common planning time, Personnel to provide PD, Junior Great

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA	X	Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
20. Specify a timeframe for mid-point progress monitoring activities.				
Student scores on Post Unit Assessments will improve in comparison to Pre Unit Assessment Student will score levels 3 and 4 on rubrics indicating mastery of CCLS Aligned Unit goals. According to Charlotte Danielson’s Measures of Teacher Effectiveness teacher progress will be measured as a mid-point benchmark.				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
22.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

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

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

### Part 1 – Needs Assessment

- |     |  |
|-----|--|
| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.   |

Results in our School Environment Survey reveal more than 80% of teachers report that the Principal participates in instructional planning with teachers and makes clear to the staff her expectations for meeting our school instructional goals. 82% of teachers report that school leaders provide time for collaboration among teachers.

Our Administrative team encourages teachers to play integral roles in key decisions that affect student learning across the school. Our teacher teams and staff establish a culture for learning that systematically communicates a unified set of high expectations for all students and provide clear focused and effective feedback in guidance/advisement supports to ensure that students, including high-needs subgroups, own their educational experience and are prepared for the next level. This year we made a decision to develop Questioning and Discussion techniques as a means to promote the development of Critical Thinking Skills to improve conceptual understanding that can impact 3-5% increase in both ELA and Math Unit test scores.

### Part 2 – Annual Goal

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

By June 2015, The principal will promote distributive leadership to raise awareness by 10% of the non-cognitive factors that may hinder social and academic success as measured by OORS reports and Learning Environment Survey.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
As a staff we will study the premise behind the book <u>How Children Succeed</u> by Paul Tough and apply the best practices outlined to address student social emotional development.	All Students All Teachers	September 2014- June 2015	Teachers Administration
Conduct Learning Walks with teachers as observers to provide feedback in an informal manner	All Teachers	September 2014- June 2015	Administration and Teachers will collaborate

			accordingly to implement and provide feedback
<p>Creating Risk Free Environments by means of:</p> <ul style="list-style-type: none"> <li>Establishing Grade Leaders as members of an Instructional Team of teachers where the ideas and concerns of the staff are voiced and action plans are created as a result. This establishes a trust among different entities within the school environment.</li> <li>Administration having an Open Door Policy to form partnerships building support systems that close gaps in instruction. (Establishing trust between Administration and teachers)</li> <li>Teach children about Cultural Awareness and Sensitivity through Multicultural Dance Festival and ¼ of our Curriculum is used to help students identify what makes them a “Unique” member of our school community.</li> <li>Class Dojo will serve as a means to build a bridge between school and home to ensure accountability of student positive behavior interactions on both parts.</li> </ul>	All Teachers and students	September 2014- June 2015	All members of the school Community
<ul style="list-style-type: none"> <li>Teachers and Parents are encouraged to present in our Annual School retreat.</li> <li>Teachers are encouraged to provide Professional Development to peers to improve practice and plan for student achievement and progress both this school year and next school year.</li> <li>Teachers are encouraged to plan their own intervisitations.</li> </ul>	All Teachers	September 2014- June 2015	Teachers initiate and implement identified areas of strength to share information in professional development forum. Administration monitor and organize opportunities for teacher and parents to attend teacher-led forums.
Teachers who demonstrate leadership qualities are encouraged to apply for the Leaders in Education Apprenticeship Program (LEAP) and intern under the guidance of our school Principal for one year. This program leads to becoming a school administrator.	All Teachers	July 2014- May 2015	School Principal, Network and Prospective applicants

**Part 4 – Resources Needed**

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

Lunch and learn for the teachers, training for the common core curriculum for the teacher. Schedule/ accommodation for continuous teachers intervisitation, the book How Children Succeed for all staff and parents Annual School retreat, curriculum units, time allotted for learning walks

**Part 5 – Budget and Resource Alignment**

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

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

**Part 6 – Progress Monitoring**

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

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

Using teacher effectiveness framework, teachers should advance from developing to effective and highly effective during Formal Observations in their respective areas of development by the end of February 2015.  
 Learning Environment Survey for the 2014-2015 school year should reveal improvement in “School’s use of resources to support continuous improvements.  
 Initial Planning Conference goals identified by teachers should be attained by June 2015

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

31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
32.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

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

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

### Part 1 – Needs Assessment

- |     |   |
|-----|---|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.  |

According to the Learning Environment Survey, 91% of Parents surveyed feel that the school sets high expectations for students. More than 90% of Parents surveyed feel welcomed by the school and are communicated to in a language they understand. As a school we work diligently with Parents and the community to support the academic and personal growth of students and adults. We plan to expand outreach to parents so they may better understand and participate in their children’s education. Parents will be encouraged to participate through the School Leadership Team and Community Based Organizations.

### Part 2 – Annual Goal

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

96% of parents will have a clear understanding of our school goals as measured by the School Learning Environment Survey to participate in an understanding of their child’s educational achievements by June 2015.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
* Describe to families at the beginning of the year the curriculum goals for ELA and Math, as well as expectations for the school year. * Provide families with regular feedback of their children’s level of achievement for each unit along with strategies for parents to implement at home to help their children improve. * At regular intervals, explain the significance of different achievement levels and learning rubrics to families. * Provide families with clear guidelines for communicating with classroom teacher, through telephone, email, classroom notes, Tuesday meetings, and through Class Dojo. * Parents will receive professional development to become Learning	All Families of students who attend P.S. 199x	August 2014 to June 2015	ALL staff will contribute to providing parent feedback and information in all facets of student learning and achievement. Our parent coordinator, Sandra Lopez will

Leaders in our school *Parents will receive monthly professional development based on the Learning environment survey and School survey			serve as a bridge between school and home for our parents and students. SLT
Parents become Learning Leaders through rigorous professional development series of certified courses.	Parents and students	December 2014- June 2015	Parent Coordinator, Administration and Parents
We have established a partnership with The New York City Football club in order to bring an afterschool soccer program for 3 <sup>rd</sup> and 4 <sup>th</sup> grade students. Parents are encouraged to volunteer.	3 <sup>rd</sup> and 4 <sup>th</sup> grade students	January 2015- May 2015	Administration
We have established a partnership with the Bronx Children's Museum implementing the Little Friends of Highbridge Program.	Pre- K students	October 2014- May 2015	Administration
We have applied for Disney Musicals In Schools grant program. Pending acceptance our schools participation will be decided on Monday December 15 <sup>th</sup> .	3 <sup>rd</sup> ,4 <sup>th</sup> and 5 <sup>th</sup> grade students	January 2015-May 2015	School Project Arts Team and Coordinator

#### Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Professional development for Learning Leaders program, technology for Class Dojo, personnel to provide PD for parents, Local Disney teacher artist and license to host a Disney Musical.

#### Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA	X	Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

#### Part 6 – Progress Monitoring

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
40. Specify a timeframe for mid-point progress monitoring activities.				
Learning Environment Survey for 2014-2015 school year Student achievement scores in June 2015 Recorded and responses of parent sessions on Class Dojo. Learning Environment Survey for the 2014-2015 School Year. Student Achievement Scores in June 2015. Recorded responses of parent sessions on Class Dojo.				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
42.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			



**Section 6: Academic Intervention Services (AIS)**

*(Required for All Schools)*

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Running Records -1:1 Conferences -Text & Task Results Analysis -Pre & Post Unit Assessments	-Use of different modes of learning (visual, hands-on, audio, etc.) -Junior Great Books program -Afterschool Title I & III Programs to solidify topics taught during the school day.	Guided Reading -RTI 1:1 -Peer tutoring -1:1 conferences	During the school day -After school
<b>Mathematics</b>	Baseline assessments -Chapter Tests -Fluency Quizzes	Go Math Interventions -Afterschool Title 1 program	-Focus groups -Peer Tutoring -1:1 conferences	-During school and after school
<b>Science</b>	-Pre & Post Unit Assessments	STEM Fair -Houghton Mifflin	-Focus groups -Peer Tutoring -1:1 conferences -Watch videos to reinforce topics taught	-During school and after school
<b>Social Studies</b>	Pre & Post Unit Assessments	Houghton Mifflin	-Study text -Peer Tutoring -Watch videos to reinforce topics taught	-During school and after school
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Teacher referral -IEP mandated -Parent request	-PBIS -Respect for All -RTI	-Counseling Services 1:1 and within small groups. -Peer Tutoring	During school

## Section 7: Title I Program Information

**Directions:**

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

**Part 1: Title I Status**

Indicate with an "X" your school's Title I Status.

<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>		<b>Non-Title I</b>
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**Part 2: All Title I Schools**

**2a. Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

We developed a partnership with Bronx Community College in order to host pre-service teachers and support their professional growth and development.

New Teacher Mentors are assigned leveraging knowledge of veteran staff members.

All New Teachers are given personalized professional development in addition to the professional development given to the entire staff.

**2b. High Quality and Ongoing Professional Development**

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

Professional Development is differentiated to meet the needs of all constituents.

Professional Development is personalized for different subgroups and aligned with student achievement goals.

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

**3b. TA Coordination with the Regular Program**

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

**Part 4: SWP Schools Only**

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

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

Transitioning to Kindergarten Workshop for Parents:

Parents are provided with the curricular and social expectations of Kindergarten and how Parents can support this change in their child’s life.

Provide parents with literature on issues such as separation anxiety and the stages of reading and writing development. Preschool teachers are part of all Professional Developments designed to enhance teacher practice and promote student achievement.

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

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

MOSL committee decides on which assessment are used to establish baseline data across the grades in ELA and Math. Throughout the school year teachers are engaged in Different Professional Development sessions that support their data-driven approach practices.

Teacher Teams meet on a weekly basis to discuss data around Math and ELA standards and student mastery of these.

**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 codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	713,345	x	11
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	174,901	x	13
Title III, Part A	Federal	24,772	x	16

Title III, Immigrant	Federal	20,157	x	19
Tax Levy (FSF)	Local	3,973,960	x	21

**<sup>1</sup>Explanation/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:

1. 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.
2. 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.

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

3. **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).
4. **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.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **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.
7. **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.

8. **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:

9. **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.
10. **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.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

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

*(Required for All Title I Schools)*

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

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

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

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### Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[P.S. 199x- The Shakespeare School]**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[P.S. 199x- The Shakespeare School]** will support parents and families of Title I students by:

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

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

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

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

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

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

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

### School-Parent Compact (SPC) Template

**[P.S. 199x-The Shakespeare 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 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school’s Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child’s education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

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

and this Compact;

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

### **III. Student Responsibilities:**

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



**Department of English Language Learners and Student Support**

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

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

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

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

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
  - 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.

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: The Shakespeare School	DBN: 09X199
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 <input type="checkbox"/> Other: During School
Total # of ELLs to be served: 90 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 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 3 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 1

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: In addition to the mandated ESL units in accordance to Commissioner Regulations Part 154 and our school-wide Language Allocation Policy, the Title III monies provide P.S. 199x with the opportunity to conduct supplemental English language development for ELLs, workshops for parents and professional development for teachers.

Analysis of the available data indicates that our ELL population is in need of additional support in reading, writing, listening and speaking. The New York State English as a Second Language Achievement Test (NYSESLAT) scores indicate that only 60% percent of ELLs made one year's progress in the 2013-2014 academic year, and fifteen percent (15%) of ELLs with two or more years of service scored at the first quartile on the NYSESLAT. The additional resources Title III provides can assist in creating opportunities for ELLs who need focused instruction on English Language Acquisition. This program will provide learning opportunities for all students in order for them to further develop their social and academic vocabulary, their reading comprehension, and their listening and speaking skills.

The After School Title III program will provide direct instruction to 110 ELLs in grades Kindergarten through five. Invited students are currently at the beginning, intermediate or advanced levels in the NYSESLAT. The focus of the advanced group will be to acquire academic language and reach proficiency in the NYSESLAT. Content based lessons using ESL methodology and the SIOP model will be planned and delivered. Grammar and language function instruction are integrated and designed to meet the specific language needs of each student. The beginning and intermediate groups will strengthen their social and academic language by developing their phonemic awareness, social and academic vocabulary, reading skills, fluency and comprehension. Teachers will plan their lessons using language and content objectives. Contextualization is embedded in all aspects of instruction; colorful posters and books with supportive illustrations as well as scaffolding techniques will be used to make content more accessible for the students. Students will read a wide variety of informational texts as well as personal narratives and other reading genres. Teachers will utilize technology to impart instruction. Students will use Smart-Boards to engage in interactive activities that will build their English language proficiency in all four modalities. For example, language practice games provide an engaging, enjoyable atmosphere for language practice; thus providing a low affective filter for all students. These activities are specifically designed to increase comprehensible input.

Teachers will use the program Rigby: On Our Way to English, an ESL content-based instructional program that uses grade-level content as the vehicle for language development. This program comes with a special section for newcomers designed for small group instruction. Content posters, chants, poems and visuals are used to support comprehension and academic vocabulary instruction. In addition, teachers will provide students with cognitively engaging tasks which will expose all learners

### Part B: Direct Instruction Supplemental Program Information

to interactive read-alouds in order to model appropriate enunciation and think alouds. These tasks will also offer the opportunity for all learners to read fiction and non-fiction books at their reading level allowing them to increase their content vocabulary in English. In addition, teachers will use "Getting Ready for the NYSESLAT" language exercises published by Attanasio and Associates. These instructional materials are aligned to the Common Core Learning Standards .

As an integral aspect of the overall success of the program, teachers will continuously assess students in order to measure steady progress in all four modalities in English. Informal and formal assessments such as conferences, informal observations and teacher-made tests, and CCLS aligned checklists anchored in the language standards will be utilized as assessment tools. Mastery oriented feedback will be anchoring all reading and writing conferences with the students.

The program is expected to run from October through April on Wednesdays and Thursdays from 2:30 p.m. to 5:15 p.m. A total of 36 sessions will be held during the school year. The language of instruction will be English.

Two certified ESL teachers, and one Common Branches teacher will provide instruction. An Assistant Principal, will supervise this program. The supervisor's salary will be paid with other monies and will be of no cost to Title III.

### Part C: Professional Development

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

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

Begin description here: \_In light of the high linguistic demands from our English Language Learners, teachers working under the Title III program are provided with on-going staff development in order to further equip them with the tools and strategies needed to support the ELL population meet their program goals. Another component of the Professional Development program is for teachers to periodically meet and engage in an academic discourse around best instructional practices and data analysis under the guidance of the Title III supervisor,+ using a specific protocol. Workshops include but are not limited to the following: ELLs and the Common Core Learning Standards, Differentiating Instruction for ELLs, Analyzing the NYSESLAT data and the instructional and planning implications. Professional journals and articles from various sources are shared and discussed during common preparational periods grade level meetings and lunch and learn sessions in order to allow our pedagogues to further develop their skill set as teachers of ELLs.

In addition, in order to address the needs of our instructional staff, a professional development team coordinates all workshops at the school level. Both Administrators and Instructional Coaches are members of the PD team. Throughout the school year, school administrators and both Instructional

### Part C: Professional Development

Coaches conduct workshops on various topics. At the school level, classroom intervisitations are planned in order to facilitate the sharing of best instructional practices.

The professional development plan is delivered as follows:

- Study Groups - November through March
- Inter-class Visitations - On going as needed
- Professional Readings: Articles and Viewing of Professional Videos - Bi-weekly

### 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: At the Shakespeare School we believe that parental and community involvement are essential elements to our students' academic and social growth and success. Through a collaborative effort of our parent coordinator, parents are actively involved in all school activities.

Even though over the past few years, we have seen an increased level of parental engagement at our school, the need to prepare parents on how to understand the educational system and effectively help their children obtain academic success still exists.

Therefore, the school has planned a series of workshops designed to familiarize parents with the new Common Core Learning Standards, Common Core Shifts, and New York State standardized tests as well as other workshops.

All parents want to be involved in the education of their children. Our task is to make sure that the school welcomes them, and offers multiple opportunities for them to be part of the school community. As part of our on-going outreach efforts, we invite parents to participate in the school's Annual Multicultural Festival which is held in December, to different holiday celebrations, and to literature based events such the Parent Book Club. These activities provide parents with the opportunity to participate in school events that value diversity and celebrate different traditions.

**Part D: Parental Engagement Activities**

To support the Title III After-School Program during the school year, the school will offer four workshops for parents. These workshops will take place once a month during the months of October, November, January, March and April. Each workshop will last 1 hour. All parents of English language learners enrolled in the Title III program will be invited to participate in these workshops. Our target is to have 100% of parents attend these workshops. Workshops will be presented in English and in Spanish. Invitation letters to these workshops will be written in two languages (English and Spanish). The workshops will be conducted by an Assistant Principal, and/or the Instructional coaches. Informational materials will be distributed during these sessions and refreshments for parents will be served.

Workshops:

- ELA - Common Core Learning Standards - October
- Nutrition Class - November
- Accessing Aris' Link / Navigating the NYCDOE website December
- Monthly Parents' Book Club -
- How to create a personal E-mail account - December
- NYS Standardized Tests - January
- Analyzing the NYSESLAT Test Format and Language Demands- February
- Accessing Academic Intervention Websites March-April

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	_____	_____
Purchased services <ul style="list-style-type: none"> <li>• High quality staff</li> </ul>	_____	_____

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

Allocation Amount: \$ \_\_\_\_\_

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none"><li>• Must be supplemental.</li><li>• Additional curricula, instructional materials.</li><li>• Must be clearly listed.</li></ul>	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____

**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 <b>09</b>	Borough <b>Bronx</b>	School Number <b>199</b>
School Name <b>The Shakespeare School</b>		

### 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 <b>Lilia Navarrete</b>	Assistant Principal <b>Yasmin Quezada</b>
Coach <b>Maria Abreu</b>	Coach <b>Taryn Thomas type</b>
ESL Teacher <b>Celeste Castillo</b>	Guidance Counselor <b>Alicedel Ramirez</b>
Teacher/Subject Area <b>Juana Cornieles, Bilingual Edu</b>	Parent <b>Jacque Williams</b>
Teacher/Subject Area <b>Magaly Bonnet, Bilingual Ed</b>	Parent Coordinator <b>Sandra Lopez</b>
Related Service Provider <b>Ms. De los Santos</b>	Other
Network Leader(Only if working with the LAP team) <b>type here</b>	Other

### 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.	<b>3</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>2</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>5</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>796</b>	Total number of ELLs	<b>199</b>	ELLs as share of total student population (%)	<b>25.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

This school serves the following grades (includes ELLs and EPs)  
Check all that apply

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input 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 #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>	1	1	1	1	1	1								6
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
Push-in	1	1	1	2	1	1								7
Pull-out	1	1	1	0	1	1								5
<b>Total</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>18</b>						

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
All ELLs	199	Newcomers (ELLs receiving service 0-3 years)	168	ELL Students with Disabilities
SIFE	8	ELLs receiving service 4-6 years	30	Long-Term (completed 6+ years)
				1

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	
<b>TBE</b>	100	8		1	0			0		101
<b>Dual Language</b>										0
<b>ESL</b>	68			29			1			98

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
<b>Total</b>	<b>168</b>	<b>8</b>	<b>0</b>	<b>30</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>199</b>
Number of ELLs who have an alternate placement paraprofessional: _____										

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	22	20	10	20	16	13								101
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	<b>22</b>	<b>20</b>	<b>10</b>	<b>20</b>	<b>16</b>	<b>13</b>	<b>0</b>	<b>101</b>						

\*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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

**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	9	19	17	17	13	15								90
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1		3		1	3								8
<b>TOTAL</b>	<b>10</b>	<b>19</b>	<b>20</b>	<b>17</b>	<b>14</b>	<b>18</b>	<b>0</b>	<b>98</b>						

## 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)	14	7	6	9	9	13								58
Intermediate(I)	7	15	10	15	13	8								68
Advanced (A)	10	17	14	13	8	10								72
Total	<b>31</b>	<b>39</b>	<b>30</b>	<b>37</b>	<b>30</b>	<b>31</b>	<b>0</b>	<b>198</b>						

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</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	17	4	1		22
4	19	4			23
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	7	9	7	3					26
4	14	11	3	0					28
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	6	6	3	8	1	3		27
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)		12	7	4				
Chinese Reading Test								

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

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

students' reading levels and STAR Reading Enterprise assessments measure overall student performance. We also are using Fountas and Pinnell which assesses letter recognition, letter sounds, word recognition and independent reading level. This year, the school administered the NYC Measures of Student Learning (MOSL) Performance Assessments in English language arts (ELA) and math to students in grades K-5. The recently administered September Performance Assessments will be used to establish baseline scores for our students who will be assessed again at the end of the school year to determine their growth in these two subject areas. This data will also be used to create individual goals for students. Students in the bilingual classes in grades 1 and 2 performed below grade level. This indicates that basic English language skills must be emphasized through daily practice in speaking, listening, reading and writing.

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

According to the spring 2013 NYSESLAT, 38% of ELLs scored at the advanced level. Thirty six percent of ELLs scored at the intermediate level. Twenty six percent of ELLs scored at the beginning level of English proficiency. The majority of ELLs in grades K-1 scored at the advanced and intermediate levels.

Upon examining the spring 2013 NYSESLAT results in each of the four language modalities, the ELL team found that students' areas of weakness were reading and writing. Therefore, the Common Core Standard based units of study have integrated reading, writing and the content areas. Writing instruction includes shared and interactive writing as well as independent writing. During the course of the year, ELLs will be exposed to a variety of writing genres across all subject areas. Performance tasks were created for each unit of study to assess mastery and diagnose needs.

Guided reading groups will provide ELLs with the opportunity to interact with a variety of texts at their reading levels. Students will be explicitly taught academic vocabulary and reading strategies in order to increase their comprehension. Students in the beginning and intermediate groups will strengthen their academic language by developing their phonemic awareness, vocabulary, reading skills, fluency and comprehension. Posters and books with supportive illustrations as well as scaffolding techniques will be used to make content accessible for the students. They will also be able to use SMART-Boards to engage in interactive activities that will build their English language proficiency. For example, language practice games provide an engaging, enjoyable atmosphere for language practice. These activities are specifically designed to increase comprehensible input.

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 data obtained from the NYSESLAT informs instruction and is used to allocate resources. Overall, trends show that there needs to be a greater emphasis on reading and writing.

Even though a large number of students increased at least a level in the NYSESLAT, the percentage of students scoring out remains below 30% percent. It is evident that our English Language Learners need to be immersed in rigorous activities that promote their receptive and expressive skills. We strongly believe that providing equal access to the highest level of education is the key to our ELLs' overall academic success. All of our teachers differentiate instruction for our ELLs.

We provide all of our students with engaging tasks that support their second language acquisition, such as:

- Exposure to interactive read-alouds.
- Listening to focused activities.
- Immersion in reciprocal teaching, which empowers students in their roles as leaders and allows them to monitor their own learning.

Students who exhibit inadequate growth on reading assessments will receive an additional 30 minutes per day in literacy instruction using a reading intervention program focused on helping them achieve grade-level proficiency in each essential reading component (phonemic awareness, phonics, letter recognition, and writing). Students will receive academic language scaffolding to support students' successful participation in content-area instruction as well as language development by identifying key academic vocabulary and language functions necessary for students to access the content being taught.

In order to maximize English language acquisition for ELLs, the ESL and classroom teachers work closely to deliver literacy instruction. Building academic vocabulary in both the native language and in English is essential for the academic success of our ELLs. Our goal is to create, through balanced literacy, a rigorous curriculum that ensures quality education and access to core curriculum.

4. For each program, answer the following:

- a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.

- c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

The Performance of English Language Learners in the New York State English Language Arts Test in the 2012-2013 school year reflects the areas in which ELLs need to improve. This year there was an increase in the number of students who scored a level one. The performance trends as a result of an analysis of the overall ELA/math student progress over the past three years indicate that students have made some progress in both ELA and Math. However, faced with a newly designed test and a short time to acquire the language and skills necessary to excel academically, ELLs did not fare well in the 2013 ELA and math tests even though the later was administered in the students' native language. In math, 89% of ELLs in 4 grade scored at level 1, and 11% scored at level 2. In third grade, 62% of ELL students scored at level 1, and 38% percent scored at level 2. SIFEs did not fare well in the exams given in the native language since they are illiterate in their native language. Besides, a large number of ELLs in our school took the ELA and/or math tests for the first time this year. After looking at this data, intervention programs such as AIS, Imagine Learning, and afterschool programs have been put in place to support ELLs in their language acquisition and academic content knowledge. The focus is the development of academic vocabulary and writing which incorporates the 6+1 writing traits. Teachers in monolingual classes with large concentration of ELLs will be trained in the SIOP model and will be provided with ongoing professional development on ESL methodologies, so they can best address the academic needs of ELLs.

NYS Science Exam- This exam is given in the native language and in English. Forty four percent of the students who took this test met or exceeded the standards. Eleven percent of ELL students scored at level 4. Thirty three percent of ELLs scored at level 3, 33% scored at level 2, and 23% at level 1. The data shows that the newly arrived students in the bilingual classes who did not meet the performance standard in science and math may have lacked the content knowledge required for the test. Perhaps the test included questions that were not part of the curriculum in their native country.

ELL students in the Bilingual Program are assessed in their native language (Spanish) with El Examen de Lectura en Español (ELE). They are also assessed formally and informally by their teachers. Students are administered running records in Spanish to monitor their progress in the native language. Overall, students fared well in this assessment. Building academic vocabulary in both the native language and in English is essential for the academic success of our ELLs. Our goal is to create, through balanced literacy, a rigorous curriculum that ensures quality education and access to the core curriculum

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](#).)

Our ELLs receive high quality Tier 1 core instruction. Our teachers are well trained in planning and delivering instruction to ELLs using ESL methodology. Our staff differentiate instruction as per students' language proficiency level, learning styles and current level of academic performance. The ELL team examines achievement at the class level and periodically measures students' progress to identify the competencies that need further intervention. ELLs who are not showing sufficient progress on specific skills are provided with additional intensive targeted intervention.

6. How do you make sure that a child's second language development is considered in instructional decisions?  
Teachers and ESL providers have received training on the use of the NYSESLAT scores to plan lessons that target all four language modalities. Lessons target the development of English vocabulary with an emphasis on Tier I, Tier II and Tier III words. Students have the opportunity to practice newly acquired vocabulary by engaging in class discussions, written assignments.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the second (target) language?
- What is the level of language proficiency in the second (target) language for EPs?
- How are EPs performing on State and City Assessments?

Paste response to questions here: N/A

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

To evaluate the effectiveness of the current ELL programs to serve the needs of the ELL population, the school examines ELLs' performance in formal and informal assessments such as the NYSESLAT, NYS Tests, teacher observations and conferences. The success of the programs and the intervention provided are measured by whether or not the students are making adequate yearly progress (AYP). Based on this data, the ELL team identifies the strengths of the services provided and the areas in need of improvement.

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](#).)  
As per CR Part 154, our school completes the English Language Learners (ELLs) identification process of newly enrolled students within ten days of initial enrollment. When a parent first comes to enroll his or her child, a licensed ESL or a trained bilingual pedagogue meets with the parent and the child to make an initial determination of the child's home language. An informal student interview in the native language and in English is conducted to assess language dominance. If the student does not speak any language other than English, then the student is placed in a general education program. After this initial meeting and informal interview, the process is formalized with the completion of a Home Language Identification Survey (HLIS). This survey is given in the parent's home language if a translated version is available. The school makes every effort to provide translated materials to parents who speak a language other than English. When necessary, parents are offered over-the phone interpretation services from the Translation and Interpretation Unit. After a parent completes the HLIS, the ESL teacher reviews the Home Language Identification Survey and determines if the child is eligible to be tested using the Language Assessment Battery Revised (LAB-R), which is a test that establishes English language proficiency. Within ten school days of admission, the LAB-R is administered to eligible students. The children that score at or below the proficiency level on the LAB-R are designated as English Language Learners and become entitled to ESL/Bilingual Education services. In addition, if LAB-R results indicate that a child is an ELL and Spanish is spoken in the home, she or he must also take the Spanish LAB to determine language dominance.
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.  
Within ten school days of enrollment, parents/guardians of students that are identified as ELLs are invited via a written notice and phone call reminders to attend an orientation meeting for newly identified ELLs. The orientation session is conducted in English and in Spanish. A translator is also available to provide translation services to parents who speak other languages. During this orientation meeting, a video in which all programs are described in detail is viewed by all attendees. At this meeting, we inform and explain to parents the available program choices at our school: Transitional Bilingual and Free Standing ESL Programs.
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 [\[see tool kit\]](#).)  
Parents of newly identified ELLs are invited to attend an orientation meeting. After the group presentation is completed, parents are provided with a Parent Survey and a Program Selection Form in order for them to select the program of their choice. Individual interviews with parents are conducted to help parents select the program that best addresses the needs of their children. The ESL teachers and the Bilingual/ESL supervisor answer any additional questions or concerns parents may still have. We also distribute literature regarding the programs available in the school and in other NYC public schools. Parents who do not attend the meeting nor return the Parent Survey and Program Selection forms are called to set up individual meetings. The following measures are in place for the 2013-2014 school year to ensure that parents receive information and complete Parent Survey and Program Selection forms.  
In order to accommodate diverse schedules we ensure that the following takes place:
  - Parent Orientations are held frequently.
  - Parent Orientation meetings are held both in the mornings and in the afternoons
  - Individual meetings are held for parents.
  - Follow-up phone calls for parents who do not attend orientation meetings.
  - Home visitsCopies of the entitlement letters, program selection forms and placement letters are filed in a binder in a secured cabinet in the main office. Copies of the letters and survey forms are placed in the students' cumulative records.
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.  
Parents' choices are reviewed by trained pedagogues and used to determine placement. Parents are notified in writing of such placement. The placement letters are sent in English and in the parent's language of preference. Children whose parents do not complete the survey are placed in a Transitional Bilingual Program.
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.

Each spring students are tested with the New York State English as a Second Language Achievement Test (NYSESLAT). The RLAT, RLAB, and the LRER reports are used to ensure that every student eligible to take the NYSESLAT is tested. School administrators as well as the ESL teachers review the most updated ELL available data to ensure that students take all the four components of the NYSESLAT. Attendance is taken before the administration of each modality of the NYSESLAT, and a list of absentees, if applicable, is generated. Grids and booklets are set aside so students take make-up exams. A final inventory, of grids and booklets using ATS generated lists and school records, is done for each section of the NYSESLAT.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. *①*

The ELL team carefully reviewed past Parent Surveys and Program Selection forms to determine the trend in program choices. The results indicate that 50.3 % of parents selected the transitional bilingual program and 49.7% of the parents selected the Free Standing ESL program. For the current school year, 65% of the parents of newly identified ELLs chose the bilingual program. The school makes every effort to honor parents' requests. However, when a class cannot be formed because the number of students belonging to the same language group does not require the offering of a bilingual education program, the supervisor in charge of the ESL/Bilingual program informs parents about transfer options and other programs available in the New York City Public School System. According to the Parent Surveys and Program Selection forms, the prevailing choices are ESL and TBE. Therefore, the school offers a Transitional Bilingual class in grades K through 5 and ESL services. If a high percentage of parents select a Dual Language Program as their first choice, then the school will look into setting up a Dual Language program.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))

- a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
- b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

Our school has six transitional bilingual classes. There is a bilingual class in each grade. Research indicates that there is a strong and positive correlation between literacy in the native language and learning English (Clay, 1993) and that the degree of children's native language proficiency is a strong predictor of their English language development (Snow, Burns, & Griffin, 1998). Students in the TBE program are heterogeneously grouped by grade with different English proficiency levels as well as different Spanish proficiency levels. This program is designed to offer the students grade-level academic work in their native language so that students maintain academic progress while developing English proficiency. In this program, content area instruction is taught in the students' native language. English is taught using ESL methodology to assist ELL students in attaining English proficiency so they are prepared to later enter the all-English mainstream general education classes. Teachers in the TBE differentiate instruction, teaching in the native language for different amounts of time depending on the students' English proficiency levels. Students at the beginning level are taught for 60% of the day in their native language and for 40% in English; Intermediate ELLs are taught in English half of the time (50%); advanced students receive most of their instruction in English (75%) and 25% in the native language .

Students enrolled in the Free Standing ESL Program receive services by two certified ESL teachers through a Push-In /Pull out model - In monolingual classes with a large population of ELLs, the ESL teachers pushes in. In this model, a certified ESL teacher works in collaboration with the classroom teacher to provide English instruction using ESL methodology in the academic content areas such as math, science, social studies and English Language Arts, among other subjects. The "Pull-Out" Model - In this model, students enrolled in monolingual classes are pulled out of their regular classroom to receive ESL instruction by a certified ESL teacher.

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)?

In the Transitional Bilingual Program /ESL Program instruction is delivered through the workshop model using a balanced literacy approach. Students at the beginning level in a TBE class receive 1 unit of Native Language Arts (NLA) instruction per week (mini-lesson and independent work/conferring), 2 units of ESL per week, 1 unit of writing in the native language, 1 unit of math instruction mostly in the native language and forty-five minutes of enrichment classes such as art, music, dance, physical education and health. Each day, a 45-minute period (1 unit per week) is dedicated to social studies and science, which are taught mostly in the native language. Advanced students receive 1 unit per week of English Language Arts (ELA) instruction per week, 1 unit per week of writing (mini-lesson and independent work/conferring.), 1 unit of ESL per week. They also receive ninety minutes per day of math instruction (2 units per week) in English with native language support if necessary and 45 minutes of enrichment classes such as art, music, dance, physical education and health. A 45-minute period a day (1 unit per week) is dedicated to social studies or science, which are taught in English using ESL methodology.

Both programs adhere to the mandated number of ESL minutes as per CR Part 154 (360 minutes per week of ESL instruction for students performing at the beginning and intermediate levels, and 180 minutes for students performing at the advanced level).

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.

In our Transitional Bilingual Program, content area instruction is delivered by the classroom teachers as well as content areas specialists who support the classroom teachers. In the beginning stages of English language development 60% of instructional time takes place in the student's native language and 40% in English. As the students develop fluency in English, instructional time in English increases. Grade-level academic work aligned with the Common Core Standards is provided in the student's native language, so that the student maintains academic progress while developing English proficiency. All teachers incorporate ESL methodologies, scaffolding techniques and differentiate instruction to make content accessible to the students.

Free Standing English as a Second Language (ESL) - Students in this program receive all instruction in English and the required ESL units of instruction according to his or her English proficiency level. Students are heterogeneously mixed with the wider school population. The classroom teachers and the ESL teachers articulate weekly, or more often if necessary, for planning and to collaborate on instruction to support academic growth and second language acquisition. Flexible groupings, differentiated

instruction and instructional scaffolding are incorporated into the workshop model to ensure academic success. Bilingual libraries, visuals, media center, books on tape and other materials are used to increase language development.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
ELLs in the TBE program are evaluated throughout the year in their native language. Data collection and analysis through formal and informal assessment (conferences, quizzes, observations, unit tests) are done on an ongoing basis in the native language. The ESL/Bilingual Supervisor collects NLA, science and math assessment data bi-weekly. In addition, every spring students enrolled in the TBE program in grades 3-5 are administered the ELE.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
Ongoing assessment is used to measure ELLs' academic progress and to plan for individualized instruction. Conferences, unit tests, observations and teacher-made assessments are some of the tools used to measure progress and determine areas needs.
6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6+ years).
  - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).
  - a. Students with Interrupted Formal Education (SIFE) require additional support to facilitate their integration into the school system. Our students with interrupted formal education (SIFE), receive small group instruction from either their classroom teacher or an Academic Intervention Specialist (AIS), using the Foundations and/or Rigby Programs, and attend the After-School Program. Teachers use extra-linguistic cues to embed language in meaningful contexts. In addition, our school has a state-of-the-art technology lab where students receive instruction through a computer-based instructional program, called Imagine Learning. With this program, students receive one-on-one instruction through engaging activities specifically designed to meet their individual needs. SIFEs participate in the extended day program where they have the opportunity to develop their phonemic and phonetic awareness.
  - b. The school offers the following support services to newcomers: Extensive vocabulary instruction through the use of visuals and a computer based language development program. The Extended Day program, which provides small group instruction to target their specific needs, an after school program funded by Title III and Academic Intervention Services (AIS). Individual writing and reading conferences, read alouds, choral reading and shared reading are used to develop the four language modalities. In addition, the school provides opportunities to involve the children's families and encourages them to support their children with their native language, which strengthens their overall language development. Parents are invited to attend the monthly parent workshops and the Parent Coordinator provides support and information regarding the school and the community.
  - c. ELLs Receiving Service 4 to 6 Years -Our data shows there are 23 students with 4-6 years of service in our school. The school is committed to making sure that these students do not become long term ELLs and continue to make Adequate Yearly Progress (AYP). Therefore, the school provides the following support: extended day, differentiated instruction, ongoing assessment, small group instruction, AIS support and academic enrichment programs. Teachers scaffold the curriculum using varied media to convey key concepts. Additionally, the school provides students with targeted invention materials to support student learning -- Imagine Learning, a computer-based instructional program, Rigby: On Our Way to English and Foundations
  - d. Long Term ELLs (completed 6 years.) -The performance of long term ELLs is analyzed by the classroom teacher and the ESL provider to plan instruction. The following interventions are in place to support the academic growth of long term ELLs. Teachers provide this specific population with a small group environment in which the affective filter is low; hence its conduciveness for second language acquisition. Students will use the Rigby Program, which supports language acquisition. They engage in a series of activities geared to promoting language acquisition such as shared reading and writing. Shared reading is an instructional technique specifically beneficial to ELLs because of the high level of support provided by the teacher. Long Term ELLs are required to stay for Extended Day instruction.
  - e. Former ELLs who reached proficiency on the NYSESLAT are provided with support as they transition into mainstream classes. They receive Academic Intervention Services (AIS) by a reading specialist. These students receive small group instruction utilizing a variety of methodologies that address the NYS Learning Standards. In addition, these students will continue to have testing accommodations such as separate location, time extension and bilingual dictionaries to support them in class and state tests.
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?

This school strives to meet the diverse needs of ELL-SWDs by making sure that all students have access to a high standard academic content curriculum. Rigor is maintained by ensuring that all ELL-SWDs receive curricula materials that are aligned to CCLS for the grade levels. Leveled libraries with books aligned with the units of study are used to ensure access to the current curriculum. Content and language instruction will be supported by the use of ESL methodologies, scaffolding and the SIOP model. Conferences and modeling through think alouds, use of graphic organizers, questioning and discussion techniques and teaching vocabulary in context will support both language development and content knowledge. When necessary, teachers provide non-linguistic representation of words while engaging in a "think-aloud" that helps students identify key components of the visual and their relationship to the new word. Vocabulary is crucial to reading comprehension. Therefore, ELL-SWD will receive direct instruction in word meaning and in the strategies used to learn new words. Teachers will plan lessons that offer multiple exposures to new words and opportunities to use them in different contexts. In addition, technology is used in the classrooms to enhance instruction and meet the needs of ELLs. Every classroom is equipped with at least two computers.

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

Students with special needs receive individualized instruction. The student's Individualized Educational Plan (IEP) is used to plan instruction. Also the ESL teacher assesses the demand of the curriculum and the language needs of the children and designs appropriate interventions. A multi-sensory approach is used to deliver instruction to ensure that students have the opportunity to experience language in a variety of ways. In addition to the ESL provider, an Academic Intervention Specialist (AIS) provides instruction in reading strategies to help students progress academically. There is ongoing collaboration between the ICT teacher, the classroom teacher and the ESL teachers to make sure that the students' needs are being met.

The IEP team meets regularly to review IEPs, evaluate placement, student progress, and instruction. Based on the data, students are sometimes mainstreamed into general education for some subjects. In addition, ungraded groups have been formed and students are grouped according to their language proficiency to meet the diverse needs of ELLs.

The Rigby: On Our Way to English, Ready Gen, Units of Study and Foundations are used to provide literacy and content instruction.

### Courses Taught in Languages Other than English ⓘ

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

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

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

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

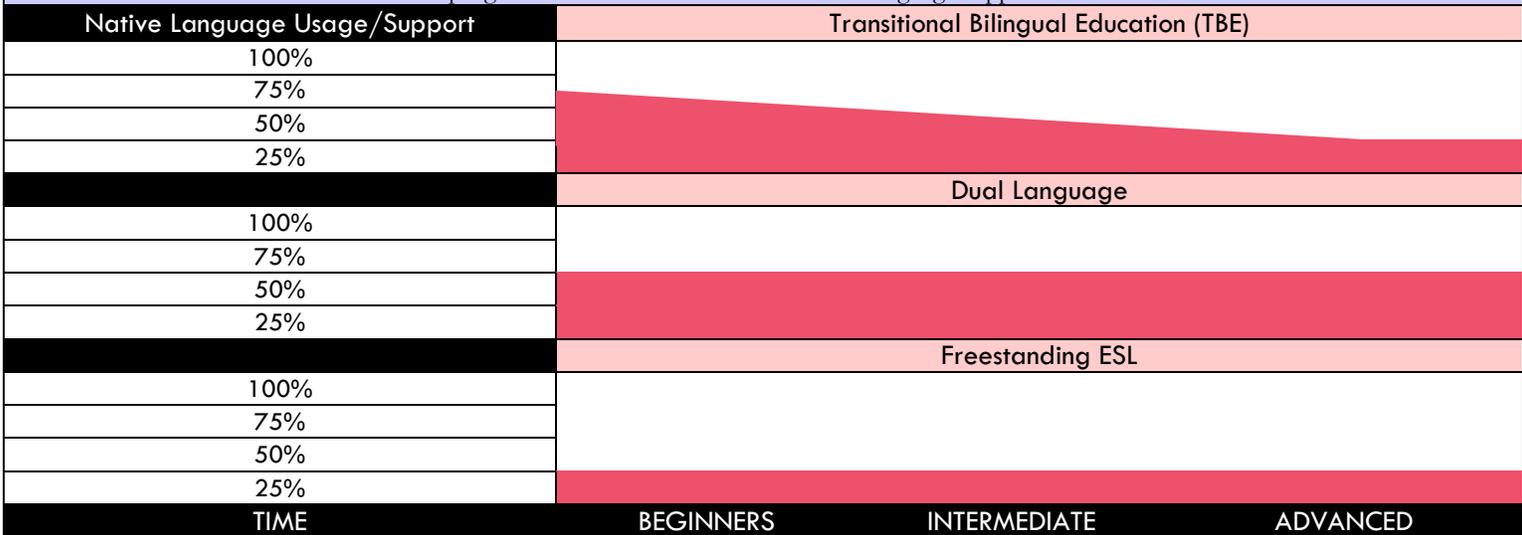
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native 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**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**Native Language Usage and Supports**

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



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

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- After analyzing the data from the New York State English Language Arts and NYS math tests, it is clear that ELLs are performing below their peers in both tests. The findings indicate that the school needs to strengthen its instructional practices to meet the needs of ELLs. Small focused math groups have been created to address specific needs. Trade books, math manipulatives, hands on activities and the use of technology provide ongoing differentiated support. ELL students are taught reading strategies in small groups and a variety of instructional materials and methodologies are used to support their learning. Current units of study have been designed to align the content areas with reading and writing to support both language development and content knowledge.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- At the beginning of each academic year, all teachers receive training on the special needs of our ELL population. As a school community we are vested in ensuring that each ELL has equal access to a rigorous standards based curriculum. We are a data driven school. All teachers are provided with their students' NYSESLAT data in order for them to plan differentiated lessons which support the second language acquisition .
- Our school has six transitional bilingual classes and a Freestanding ESL program. There is a bilingual class in each grade. This program is designed to offer the students grade-level academic work in their native language so that students maintain academic progress while developing English proficiency. This program is highly effective in providing language support as well as content knowledge. Our teachers follow Common Core aligned units of study . Each lesson is planned with each of our ELLs in mind and their unique strengths and areas of weakness. Our NYSESLAT scores have demonstrated that the existing program is effective in supporting their language and content achievement.
11. What new programs or improvements will be considered for the upcoming school year?
- The IReady, a computer based tool, is being considered for the upcoming year.
12. What programs/services for ELLs will be discontinued and why?
- ECLASS - Our school adopted the web-based tool I-Ready. This tool will support teachers who will be able to monitor students' progress on an ongoing basis.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- In order to raise the standards for all ELLs, all school programs and activities are accessible to our ELL population. ELLs are invited to participate in the Title III After School Program and are mandated to participate in the school Extended Day program. Our ELL population is invited to participate in all of our extracurricular programs such as the Project Arts and the Directions for our Youth (DFOY).
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Each classroom in the bilingual program is enriched with bilingual libraries and a large selection of books in Spanish and English. In TBE classrooms charts are posted in both English and Spanish. In the ESL program, students use bilingual dictionaries and glossaries. All classrooms have extensive libraries.
- Our school has a state-of-the-art technology lab where students receive instruction through a computer-based instructional program, called Imagine Learning. With this program, students receive one-on-one instruction through engaging activities specifically designed to meet their individual needs. All classrooms are equipped with Smart Boards which enhance instruction and learning, and every classroom has at least two computers and laptops available to students. The school provides students with targeted intervention materials to support student learning. ELLs have access to a wide variety of materials specifically designed for ELLs: Getting Ready for the NYSESLAT and Beyond, Rigby, Empire State NYSESLAT, On Our Way to English and ELLs: The Finish Line.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Each classroom in the bilingual program is enriched with bilingual libraries. Teachers deliver instruction of the content areas in the native language. In TBE classrooms charts are posted in both English and Spanish. In the ESL program students use bilingual

dictionaries and glossaries. Books in Spanish and other languages are available in the school library.

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

As a school, careful consideration is given to age and grade level in order for each student to be appropriately placed. Each of our common core aligned units of study is planned with strict fidelity to the grade level expectations. Each of our students' progress is carefully monitored using the school's assessments tools.

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

Parents are invited to tour the school and meet the principal, assistant principals, parent coordinator and the staff. At this meeting, parents have the opportunity to learn and ask questions about the different programs in our school.

18. What language electives are offered to ELLs?

Language electives are currently not offered at P.S. 199x:

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)?

Paste response to questions here: 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.

All constituents including the school psychologist, speech providers, guidance counsellors, classroom teachers and out of classroom support personnel are provided with a professional development survey at the beginning of the school year in order to assess their strengths and weakness as per our student data. Therefore we plan our sessions in alignment with the survey data, the NYCDOE Instructional Expectations and with the city's and state's curricular expectations.

Staff development is carefully planned by the Principal, the three Assistant Principals and two Instructional Coaches. These professional development sessions take place throughout the school year with an emphasis on the Common Core Learning Standards. These consist of professional workshops and activities at lunchtime, grade meetings/planning sessions and after school meetings. Study groups engage in reviews of professional books and materials.

Topics for the academic year 2013-2014 include, but are not limited to the following

- Who is an ELL?
- Using Rubrics to Grade Student Work
- Scaffolding Instruction for ELLs
- Preparing the Students for the NYSESLAT
- Danielson's Framework for Teaching
- Questioning and Discussion Techniques

The ELL Team which consists of both ESL teachers, the administrators and the Instructional Coaches, and the Guidance Counsellor will host a newly created ELL Institute with a focus on specific needs of our ELL population.

The sessions will be conducted throughout the school year and presented by different ELL team members. The audience is all teachers of ELLs. These sessions will also serve as an open forum to engage in professional discussions, best instructional practices, and on social interventions for our ELLs.

The school offers 7.5 hours of ELL training to all faculty. These training sessions will take place during staff development days, and/or during the school day.

## 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?

The school recognizes that parental involvement is pivotal to the academic success of our students. Therefore, the school provides regular opportunities for parents to become involved. At Parent Curriculum Night in September, parents are given an overview of the curriculum and presented with the goals and standards for the year. Parents of newly enrolled ELL students attend an orientation session about available bilingual programs. On-going orientations address new students' needs. A monthly newsletter keeps parents informed about current and upcoming school events. Parents are invited to participate in school trips. Monthly parent workshops address all curriculum areas and mandated assessments. All parents are invited to monthly PTA meetings to share ideas or concerns they may have. The parent coordinator is present at all conferences to translate for Spanish speaking parents and a parent volunteer translates for parents who speak African languages. The parent coordinator voices the concerns of parents to school administrators.

Parent workshops take place once a month. All parents of English language learners are invited to participate in these workshops. Workshops are presented in English and Spanish. If requested, a translator will be available for parents who speak African languages. Invitation letters to these workshop/activities are written in two languages (English and Spanish).

### Workshops/Activities:

- Principal /Parent breakfast
- The New Report Cards
- Parent Holiday Celebration
- Preparing Your Child for NYSESLAT
- Parent Workshop (State ELA and Math tests)

To evaluate the needs of the parents, we conduct surveys and informal interviews as well as ask for feedback during meetings. The school also takes a close look at results of the parent annual evaluation, which helps us determine the needs and concerns of our parents. Parents are invited to monthly PTA meetings to share ideas or concerns they may have.

## 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.

Paste response to question here:

## Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lilia Navarrete	Principal		1/1/01
Yasmin Quezada	Assistant Principal		1/1/01
Sandra Lopez	Parent Coordinator		1/1/01
Celeste Castillo	ESL Teacher		1/1/01
Jackie Williams	Parent		1/1/01
Juana Cornieles	Teacher/Subject Area		1/1/01
Magalys Fernandez	Teacher/Subject Area		1/1/01
Maria Abreu	Coach		1/1/01
Taryn Thomas	Coach		1/1/01
Alicedel Ramirez	Guidance Counselor		1/1/01

	Network Leader		1/1/01
Elizabeth De los Santos	Other <u>Speech Provider</u>		1/1/01
Grace Ann Fogah	Other <u>ESL Teacher</u>		1/1/01
	Other _____		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: **09X199** School Name: **199x**

Cluster:  Network: **534**

**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**

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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.

1. The school determines the parent language of preference at registration when he or she completes the Home Language Survey, the student registration form and the emergency card. All of these forms inform us the language in which the parent prefers to communicate with school staff. Then the information is entered into ATS, and it is used to ensure that parents' written translation and oral interpretation needs are met. The Home Language Identification Survey which includes two questions regarding parents' language of preference, the emergency contact cards, registration forms, ethnic identification surveys as well as ATS reports were reviewed to identify the parents' language preference of communication.

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

The findings were reported to the staff during the First ELL Institute Meeting. At this meeting teachers were informed of the home language of their students. They were also informed that they can request translation services to communicate with parents. A listing of the language services is available and posted in the school lobby, in the parent room and in the main office. Parents were informed during the first PTA meeting. This information was also made available via the school Newsletter.

## Part B: Strategies and Activities

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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.

All written documents are translated in-house by staff members, and all correspondence is sent in English and in Spanish. Our parent Coordinator, a guidance counselor, a speech therapist, two assistant principals and bilingual teachers are available for the translation of all school letters, notices and documents. To ensure that translations are done in a timely fashion, all documents and letters that need to be translated are submitted to the administrator in charge of translations at least three days prior to distribution. She in turn assigns a bilingual staff member to translate the document(s). A French-speaking teacher translates for our French speaking parents. Teachers can request translation services to communicate with parents. If necessary, the school will use the services of the Department of Education Translation and Interpretation Unit to assist with written or oral translation.

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.

In order to reach larger quantities of parents at once, translation devices are available during Parent-Teacher conferences. All school meetings are conducted in both English and Spanish. We also have enlisted a parent volunteer to reach our West-African parent population and a French speaking pedagogue is supporting our French-speaking parents. In addition, bilingual in-house staff is available to translate during Parent-Teacher Conferences. Teachers can also request translators to communicate with parents at other times. Two staff members in the school main office are bilingual(Spanish/English) and are available to assist Spanish speaking parents. If needed, the office staff will call the Department of Education Translation and Interpretation Unit to assist with oral translation.

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>.

As a school, we continuously strive to integrate our parents into our community Therefore, the school administration and staff make every effort to provide parents with information in their native language. All parent letters and notices are translated into Spanish. In addition, we have a parent volunteer who translate for Soninke speaking parents. Translation and interpretation posters are displayed in the main lobby of the school, the PTA room and the main office. Parents are informed of all available translation services via our monthly newsletter that is published in English and in Spanish. Parents who are hearing impaired can use the Relay Call System to communicate with school staff. When in-house staff members cannot provide the specific services, the Department of Education Translation and Interpretation Unit are requested

