

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

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

**15K010**

**School Name:**

**MAGNET SCHOOL OF MATH, SCIENCE AND DESIGN TECHNOLOGY**

**Principal:**

**LAURA SCOTT**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Magnet School for Math, Science & Design Technology School Number (DBN): 15K010  
Grades Served: K-5  
School Address: 511 Seventh Ave., Brooklyn, NY 11215  
Phone Number: 718-965-1190 Fax: 718-369-1736  
School Contact Person: Laura Scott Email Address: Lscott3@schools.nyc.gov  
Principal: Laura Scott  
UFT Chapter Leader: Heidi Bookman  
Parents' Association President: Tyndall Arrasmith  
SLT Chairperson: Tyndall Arrasmith  
Title I Parent Representative (or Parent Advisory Council Chairperson): \_\_\_\_\_  
Student Representative(s): \_\_\_\_\_

**District Information**

District: 15 Superintendent: Anita Skop  
Superintendent's Office Address: \_\_\_\_\_  
Superintendent's Email Address: \_\_\_\_\_  
Phone Number: \_\_\_\_\_ Fax: \_\_\_\_\_

**Borough Field Support Center (BFSC)**

BFSC: Brooklyn North Team 4 Director: Bernadette Fitzgerald  
Director's Office Address: 131 Livingston Street, Brooklyn, N.Y., Room 505  
Director's Email Address: \_\_\_\_\_  
Phone Number: 718-225-5119 Fax: 718-935-4314

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

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Laura Scott	*Principal or Designee	
Heidi Bookman	*UFT Chapter Leader or Designee	
Tyndall Arrasmith	*PA/PTA President or Designated Co-President	
Eileen Fallon	DC 37 Representative (staff), if applicable	
Lara Discus	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Rachel Stack	Parent / Co-chair	
Deborah VanDoren	Staff	
Dana Roth	Staff	
Marie Edress	Parent	
Alison Milgron	Parent	
Dempsey Rice	Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Ali Holden Baier	Parent	
Gloria Chico Perez	Staff	
	Member/	

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

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

#### **Strong Schools, Strong Communities**

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

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

#### **The Framework for Great Schools and CEP Development**



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

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

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

<b>The Six Elements of the Framework for Great Schools</b>
<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.
<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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

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

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

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

## The Quality Review and the Framework for Great Schools

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

### NYCDOE's Quality Review (QR)

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

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

### Title I Requirements and Strengthening Title I Parent Involvement

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

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

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

## Section 4: CEP Overview

Develop a narrative summary that includes:

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

PS 10 is a neighborhood school in Brooklyn's District 15. We are an active community of collaborative thinkers who are preparing students to become productive citizens and life-long learners.

Our mission is to offer high-quality, standards-based and inclusive education in a diverse and barrier-free environment. Our dedicated and expertly-trained staff strives to help each child reach his/her full potential in all areas. We are committed to an educational experience that focuses on the whole child, encouraging each child to reach high academic goals while developing their own special talents and interests in areas such as the arts and athletics. We foster critical and analytical thinking that encourages individual and collaborative problem solving. Our teachers set clear expectations based upon the CCLS. We honor and model hard work, cooperation, effort, kindness, honesty, responsibility, tolerance and integrity of character, all of which create a vibrant atmosphere in which children grow, flourish, and appreciate each other.

Through grant-writing and PTA fundraising, we have formed important collaborations to help us augment the work of our art and music teachers. We believe the arts inform the atmosphere and environment of our school, as well as offering "another way in" for students who learn differently.

We have particular concern for our children with IEP's and for our ELL's. As the demographics of our neighborhood have changed, these groups fluctuate in terms of numbers.

In the last ten years, we have experienced approximately a 50% increase in the student population of the school. That growth has led to exciting new challenges, the addition of valued staff members, and an incentive to rethink and regroup as necessary. At the behest of the DOE, we are administratively responsible for a new

pre-K site in another building. The projections for next year are a register of 504 four-year-olds, and that site brings a new set of exciting challenges.

We are pleased with our students' progress, and believe that it is due, in part, to the multiple periods every week, in every grade, where we have scheduled common preparation periods. The collaborative conversations our teachers engaged in have focused on achieving more rigorous instruction. Pedagogy has changed, and our students have grown.

The English language learners, and special needs students in our population continue to be subgroups in which we are invested, and for whom we are concerned. This year's schedule will, once again, include multiple periods every week, in every grade, for common prep periods. This year, we are going to ask our teachers to focus specifically on the above-mentioned students in some of their discussions. We see these periods of collaboration as opportunities for inquiry into interventions, as well as ways to include meeting the needs of these students in our daily teaching. Other goals for our community include addressing our instruction in reading in all grades with a goal of increasing the levels at which our children read, as well as focusing on developing deeper understanding of the base-10 number system to deepen our math thinking.

We are lucky to have received funds from the PTA for adding AIS personnel to our school, allowing small group work to occur more regularly than might be accomplished otherwise. The need to reduce staff/student ratios is being somewhat ameliorated by these groups.

## 15K010 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	1103	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	68.6%	% Attendance Rate		95.4%
% Free Lunch	24.9%	% Reduced Lunch		0.7%
% Limited English Proficient	4.0%	% Students with Disabilities		25.3%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.3%	% Black or African American		10.0%
% Hispanic or Latino	32.2%	% Asian or Native Hawaiian/Pacific Islander		6.7%
% White	46.7%	% Multi-Racial		4.0%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	6.79	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		1.6%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		9.36
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	59.6%	Mathematics Performance at levels 3 & 4		60.9%
Science Performance at levels 3 & 4 (4th Grade)	98.7%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward	X	Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

**Part 1 – Needs Assessment**

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

Our school has experienced continued growth on assessment measures for the last few years. We have, however, ongoing concerns about ELL’s and children with IEP’s.

**Part 2 – Annual Goal**

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

English language learners and students with IEP’s will demonstrate a growth of 3% in their respective scores on the fourth and fifth grade ELA and math examinations. Our school-wide initiatives for this year include raising reading levels and deepening math thinking, and all work connected to these initiatives will also aid in reaching this goal.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<p><b>Target Group(s) <i>Who will be targeted?</i></b></p>	<p><b>Timeline <i>What is the start and end date?</i></b></p>	<p><b>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></b></p>
<p>The school schedule will consist of multiple common prep periods every week on each grade level. These provide time for collaborative planning of instructional approaches to support the targeted students.</p>	<p>ELL’s and students with IEP’s.</p>	<p>Sept 2015-May 2016.</p>	<p>Classroom teachers, SETTS and ESL teachers with administrative oversight.</p>

Monday afternoon professional development periods (2:40-4:00 every week) will include study group cycles of inquiry into identifying and evaluating interventions with the target group.	ELL's and students with IEP's	Nov 2015-April 2016)	Classroom teachers, SETTS and ESL teachers, AIS providers with administrative oversight.
AIS service providers supporting teaching staff at each grade level to provide small group instruction for identified students.	ELL's and students with IEP's	10/2015-6/2015	AIS service providers and classroom teachers
Monday afternoon professional development periods (2:40-4:00 every week) will include a workshop cycle. Each session will offer teacher- led workshops on implementing RTI.	Teachers at all grade levels	2/22/16, 2/29/16	Ms. Lynch and Ms. Reitzfeld

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
	<b>Tax Levy</b>		<b>Title I SWP</b>		<b>Title I TA</b>		<b>Title II, Part A</b>		<b>Title III, Part A</b>	<b>Title III, Immigrant</b>
	<b>C4E</b>		<b>21<sup>st</sup> Century Grant</b>		<b>SIG/SIF</b>		<b>PTA Funded</b>		<b>In Kind</b>	<b>Other</b>

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<ul style="list-style-type: none"> <li>• TC Running Records</li> <li>• MOSL</li> <li>• Math Benchmarks</li> <li>• Math End of Unit Assessments</li> <li>• Classroom Assessments</li> </ul>
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

**Part 1 – Needs Assessment**

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

Students at PS 10, in general, feel safe and supported. The teachers are caring, and classroom atmospheres are respectful. Student-to-student interactions are expected to be polite, at the very least, and warm and caring in the ideal. Students with challenges feel the support of their peers, teachers, and a staff of excellent service providers/AIS providers/office staff/administrators. We have been considering the CCLS for approximately 5 years, and with the new CCLS base for the state tests, are becoming more aware of the expectations, particularly in reading. Our current work is toward ensuring that all our students are cognitively challenged, and our student body feels empowered to share their thinking and questions.

**Part 2 – Annual Goal**

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

Students’ reading levels will show improvement by at least 1 level as compared to current growth through receiving both the support and the challenge required to accomplish this.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>The Assistant Principal for literacy will conduct Parent Workshops explaining how to provide reading support at home to complement work done in school. Explanations of balanced literacy and its elements will be presented.</p>	<p>Entire community</p>	<p>9/15-6/16</p>	<p>Administration, teachers, paraprofessionals, Met Opera Guild</p>

Arts partnerships with the Metropolitan Opera Guild will be implemented in all grades and classrooms, bringing vocabulary, writing, speaking, and comprehension skills through new neural pathways as students compose, write librettos, and perform operas, the themes of which will be related to an aspect of their classroom curricula. Student confidence and self-esteem will be built in all the areas listed above. Families and the school community will be invited to all performances.	All students	9/15-9/16	Metropolitan Opera Guild, under the oversight of Assistant Principal, Ms. Watson
Classroom teachers and paraprofessionals will collaborate to hone their skills as teachers of balanced literacy; AIS in Orton-Gillingham, Sounds in Motion, Great Leaps will be provided in small groups by trained personnel. Students will be nurtured and supported in the small groups, while feeling empowered by learning differently, with careful monitoring of the effectiveness for that child of the program being used	Students reading below grade level, or who have demonstrated a lack of growth in reading.	10/15-9/16	Administration, classroom teachers, paraprofessionals, AIS personnel
Workshops for parents of ELL students focusing on strategies for home support of children’s reading and encouragement for parents of these students to become more involved in the school community. Our intention is that increasing the sense of being safe and supported by the school for the parents, will help deepen that same feeling in their children.	Parents of ELL’s	9/15-6/16	ESL teacher

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> <li>• A period every week for AIS time in the classrooms.</li> <li>• Trained staff to work in small groups.</li> <li>• Professional development times for collaboration, inquiry, training in interventions</li> <li>• Periods scheduled for Met Opera Guild work and teaching artists from the Guild.</li> </ul>											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	<b>Tax Levy</b>		<b>Title I SWP</b>		<b>Title I TA</b>		<b>Title II, Part A</b>		<b>Title III, Part A</b>		<b>Title III, Immigrant</b>
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<ul style="list-style-type: none"> <li>• <u>TC running records</u></li> <li>• <u>Professional development on norming running records administration and assessment</u></li> </ul>

- MOSL
- Classroom conferences
- AIS assessments

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

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

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

### Part 1 – Needs Assessment

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

Over the last few years we have seen significant growth in collaboration. We believe this to be a strength in our school.

### Part 2 – Annual Goal

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

Deepening the knowledge and understanding of the base-10 number system to establish true number sense in our students through continued studying and sharing by our teachers to target and deepen their instruction. Using the collaboration of the teachers, with the guidance of the math coach, teachers will also deepen their own understanding of mathematics, assisting them in their instruction. Students will show a 1% higher growth than this year in NYS math exams.

### Part 3 – Action Plan

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b>	<b>Target Group(s) <i>Who will be targeted?</i></b>	<b>Timeline <i>What is the start and end date?</i></b>	<b>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></b>
<ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>			
Collaborative planning, and inquiry during planning days, common prep periods, and professional development time	Classroom teachers, paraprofessionals	9/15-6/16	C. Havlicek, math coach
Curriculum-writing through researching and combining different math programs to incorporate the most effective approaches to each strand and unit of the year’s curriculum	Classroom teachers, paraprofessionals	9/15-6/16	C. Havlicek, math coach; grade level math leaders

for each grade. Collaborative training in each element during common prep periods, professional development times, or through individual coaching in the classrooms.			
Collaborative planning around context problems, performance tasks and vocabulary development, particularly for the ELL population. Also, determining math games, projects, or alternative approaches to address specific needs of students with disabilities. This will take place at whatever collaborative planning for ELL's and students with IEP's is taking place (common preps, PD Mondays, etc.	Students with special needs, English language learners	9/15-6/16	Classroom teachers, paraprofessionals

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> <li>• A period every week for AIS time in the classrooms.</li> <li>• Trained staff to work in small groups.</li> <li>• Professional development times for collaboration, inquiry, training in interventions</li> </ul>											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
X	C4E		21 <sup>st</sup> Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<b>Part 5b.</b> In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

**Part 1 – Needs Assessment**

<ul style="list-style-type: none"> <li>• Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.</li> <li>• Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART– <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
Increase student performance and instructional rigor across the school by the measurements given in previous sections of the CEP.

**Part 3 – Action Plan**

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b>	<b>Target Group(s) <i>Who will be targeted?</i></b>	<b>Timeline <i>What is the start and end date?</i></b>	<b>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></b>
<ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>			
Principal will manage personnel to provide multiple common prep periods to all teachers on all grades every week.	Classroom teachers	9/15-6/16	Principal, Ms. Scott
Principal will use various sources of funding to provide one extra coverage a week for AIS small groups.	Classroom teachers, children at risk	9/15-6/16	Principal, Ms. Scott

Training in Danielson re “highly effective” teaching in order to raise rigor in instruction.	Classroom teachers	9/15-9/16	Principal, Ms. Scott; Assistant Principals Denise Watson, Christine Napolitan; Math Coach, Cathy Havlicek

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> <li>• A period every week for AIS time in the classrooms.</li> <li>• Trained staff to work in small groups.</li> <li>• Professional development times for collaboration, inquiry, training in interventions</li> </ul>											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 <sup>st</sup> Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.										
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.										

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

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

**Part 1 – Needs Assessment**

<ul style="list-style-type: none"> <li>• Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.</li> <li>• Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>

**Part 2 – Annual Goal**

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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

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

**Part 5 – Progress Monitoring**

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

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

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

***(Required for All Schools)***

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

<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>	Standardized Test Scores  MOSL Assessments	Double dosing reading and small group instruction	Push-in AIS Teacher  Small Group Instruction	During the school day,  After school day  Before the school day
<b>Mathematics</b>	Standardized Test Scores  MOSL Assessments	Number talks, number strings, sprints, direct guided mini-lessons	Small group instruction via AIS Teacher	During the school day,  After school day  Before the school day
<b>Science</b>	Standardized Test Scores  MOSL Assessments  End of Unit Assessment	Hands-on activities	AIS Science Teacher	During the school day,  After school day  Before the school day
<b>Social Studies</b>	End of Unit Assessments	Text books, Scholastic Readers	AIS Teacher	During the school day,  After school day  Before the school day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Ongoing issues noted by administration and PPC	<u>Small group conversations</u>  Monthly visits to Guidance Counselor	<u>Small group conversations</u>  Monthly visits to Guidance Counselor	During the school day,  After school day  Before the school day

## Section 7: Title I Program Information

### Directions:

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

### Part 1: Title I Status

Indicate with an "X" your school's Title I Status.					
<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>		<b>Non-Title I</b>

### 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.
PS 10 will ensure that all teachers are State certified. In addition, the annual BEDS report will be closely monitored to ensure all teachers are Highly Qualified. Teachers, who are not, will be required to submit a HOSSE survey to demonstrate their HQ status.

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

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Professional development is ongoing throughout the year and held every Monday after school. PS 10 will reach out to the Borough Field office and Central DOE to request additional professional development. Teachers are encouraged to attend outside PD and then turn-key this information to their colleagues. In this way, we will help our students and teachers meet Common Core Standards (CCSS).

### 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.).

Transition plans include joint professional development on curriculum and inquiry practices, visits to near-by kindergarten programs and classes, parent workshops and orientation meetings.

**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.

Teachers will participate in planning meetings during common preps and cross grade planning days to select multiple assessment measures. They will also determine how to use the results of assessments to group and assign AIS to students based on need.

**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, 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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	662,905.00	X	See action plan
Title II, Part A	Federal	206,427.00	X	See action plan
Title III, Part A	Federal	11,200.00	X	See action plan
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	4,699,145.00	X	See action plan

**<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:

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

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

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

**Important Note:** The following funds may not be consolidated:

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

- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

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

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

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

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

**Parent Involvement Policy (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. **Public School 10** 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. **Public School 10** will support parents and families of Title I students by:

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 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**

**Public School 10** in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

#### **I. School Responsibilities:**

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

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

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 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 with all members of the school community;

- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **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 to learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

## **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.

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

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

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

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

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

Part A: School Information	
Name of School: <u>PS10</u>	DBN: <u>15K10</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>25</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>1</u>
# of certified ESL/Bilingual teachers: <u>1</u>
# of content area teachers: <u>0</u>



### 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: \_

Since many of our students come from homes in which English is a Second language we provide our teaching staff with professional development that support the academic needs of our ELL population. Teachers participate in a series of in- house Professional Development conducted by the ESL teacher and/or by Carl Anderson, a highly qualified Professional Development coach and writing consultant. The workshops will help bring new and current strategies for supporting our ELL's. In-house professional development will be on going and continuous. The monthly meeting with Mr. Anderson will address scaffolding, ESL strategies and methodologies, innovated reading and writing strategies, and maintaining a print rich classroom environment that support language and culture. These professtional development sessions will enable the teaching staff to differentiate instruction to meet the needs of the individual ELL students in their classroom. Teachers will also be offered opportunities to participate in off-site workshops offered by the DELLSS as they become available.

Schedule for Carl Anderson: Fridays from 9:15 AM to 12 noon

November 7, 2014 Scaffolding On Demand writing for ELL's grades 4/5

December 5, 2014 Strategies in writing Personal narratives for ELL students in grades 4/5

January 9, 2015 Strategies in writing Personal narratives for ELL students in grades 2/3

February 6, 2015 Scaffolding On demand writing for ELL's in grade 2/3

March 6, 2015 Supporting ELL's in Writer's purpose for grades k/1

May 1, 2015 Strategies in writing Personal Narratives for ELL's in grades k/1

Our ESL teacher, E. Lopez, will attend the following workshops offered by DELLSS.

Brain Research: Keeping ELL's in Mind November 24 2014, December 11, 2014 January 23, 2015 and June 8 2015 from 8:30 a.m. to 3:00 p.m.

Developing English Lanuage Learners' Mathematical Reasoning in the Early Grades: December 8, 2014, February 24, 2015 and March 26, 2015 from 9:00 a.m. to 3:00p.m.

### 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: \_\_\_\_\_

Since we believe parent involvement has positive influence on students academic achievement we will continue to offer study groups to our ELL parents to assist them in helping their children. Our ESL teacher, E. Lopez in collaboration with M. Seide, the Parent Coordinator and represenatives from community based organizaitons will offer parent workshops on, but not limited to, the following topics: Accountable Talk; Parents as Reading Partners; Helping Your Child Meet the Standards; and Promotional Criteria. Parents are informed of these workshops by parent letters in backpacks, e-mails, P.S.10's web site and by the school calendar in both English and native language. Translation services at these workshops are made available as needed. Additional Parent Workshop Topics

**Part D: Parental Engagement Activities**

scheduled for 2014-2015 , from 9:15 AM to 11:15 AM based on interest as per parent surveys are.

- Friday, November 7, 2014 preparing parents of ELL for Parent Teacher Conferences/Things to ask, Things to look for.

Friday, December 5, 2014 Seminaries and Cultural Traditions of our ELL families

Friday, January 2, 2015 Strategies to help our ELL parents help their child with Math, Literacy and Language acquisition.

Friday, March 6, 2015 Programs/services available in the community for ELL families

-  
-

**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 and curriculum development contracts.</li> </ul>	_____	_____
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>	_____	_____

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

**2015-16 AND 2016-17 SCHOOL YEAR**

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

## Part I: School ELL Profile

### A. School Information

District <b>15</b>	Borough <b>Brooklyn</b>	School Number <b>10</b>
School Name <b>Public School 10</b>		

### B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal <b>Laura Scott</b>	Assistant Principal <b>Gabriel Feldberg</b>
Coach <b>Chris Napolitan</b>	Coach <b>Cathy Havlicek</b>
ENL (English as a New Language)/Bilingual Teacher <b>Elizabeth Luciano</b>	School Counselor <b>Giovanni Oramas</b>
Teacher/Subject Area <b>Danielle Buntley</b>	Parent <b>Tyndall Aarrasmith</b>
Teacher/Subject Area <b>Deborah VanDoren</b>	Parent Coordinator <b>Madeline Seide</b>
Related-Service Provider <b>Kirsten Endacott</b>	Borough Field Support Center Staff Member <b>O'Mayra Cruz</b>
Superintendent <b>Anita Skop</b>	Other (Name and Title)

### C. Teacher Qualifications

Provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

### D. Student Demographics

Total number of students in school (excluding pre-K)	953	Total number of ELLs	47	ELLs as share of total student population (%)	0.00%
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	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 checked="" 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 <input type="checkbox"/>
---	--

### This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>	0	0	0	0	0	0								0
<b>Dual Language</b>	0	0	0	0	0	0								0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	47	<b>Newcomers</b> (ELLs receiving service 0-3 years)	45	<b>ELL Students with Disabilities</b>	12
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	2	<b>Long-Term</b> (ELLs receiving service 7 or more years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD.

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>	0	0	0	0	0	0	0	0	0	0
<b>DL</b>	0	0	0	0	0	0	0	0	0	0
<b>ENL</b>	44	0	9	3	0	3	0	0	0	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 3

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____														0
SELECT ONE _____														0
SELECT ONE _____														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs\*)  
K-8**

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* EP=English proficient student

**Dual Language (ELLs/EPs)  
9-12**

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____									0	0
SELECT ONE _____									0	0
SELECT ONE _____									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	7	3	4	3	3								0
Chinese	4	1	0	0	0	0								0
Russian	1	0	0	0	0	0								0
Bengali	0	1	0	0	0	0								0
Urdu	0	0	0	2	0	0								0
Arabic	0	1	2	2	0	0								0
Haitian	0	1	0	0	0	0								0
French	0	0	0	1	1	0								0
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	0	0	0								0
Polish	0	0	0	0	0	0								0
Albanian	0	0	0	0	0	0								0
Other	3	2	0	1	3	0								0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2	0	0	0	0
4	1	0	0	0	0
5	0	0	1	0	0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	1		1		1	1	1	1	0
4	1		0		0		0		0
5	0		0		3		0		0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	0		1		1		0		0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 

P. S. 10 uses various assessment tools to assess the early literacy skills of our ELLs:

  - Fountas and Pinnell
  - TCRWP
  - ELL Periodic Assessments

Children are grouped based on their levels and data is used as a tool for planning instruction. Our analysis, highlighted during our LSW meetings, indicates that we've effectively supported students across grades, demonstrated by progress students indicated on tracking sheets. We will continue to modify instruction in order to meet their needs. School leadership and teachers are using the results of the ELL Periodic Assessments to guide regular discussion during LSW grade meetings every week to discuss progress. Through this the school is learning which strategies and techniques have been most effective in supporting student progress.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 

The majority of our ELLs are making gains in the various modalities which will enable them to reach expanding and or commanding levels on the NYSESLAT, especially those in the upper grades. We annually review the NYSESLAT results, as shown on RLAT, to aid in our evaluation of ELLs and an analysis of performance levels shows that grades one and three have a greater concentration of Transitioning and Expanding students. Grades two, four and five have a moderate number of students at these two levels. Grades one, four and five have few students at the Emerging level. Grade three has a greater concentration of Commanding students. The NYSITELL results reveal that kindergarten has the most Entering students and is followed by grade four. Grade three has a moderate level of Entering ELLs and grade two has few Entering ELLs based on NYSITELL. There are no grade one students who were administered NYSITELL. In addition, we plan our ENL instruction to support student strengths and bolster weak areas, as determined by the NYSESLAT and NYSITELL.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The patterns across NYSESLAT modalities will affect instructional decisions in the following ways:

- Facilitate groupings of children based on age and outcome
- Provide information to the AIS committee to help establish morning and afternoon programs to meet common needs.
- Assist ENL teacher in modifying plans to address the student needs in daily meetings.
- As soon as the AMAO are released from the SED we will analyze the data to drive instruction to help us meet the needs of our ELLs

4. For each program, answer the following:

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

Our 4th and 5th grade ELL students are approaching and meeting state standards on the ELA and Math tests. Our ELLs who scored Level 1 are receiving additional support as outlined in their IEPs.

- In our ENL program, native language is used to support instruction in English. Bilingual dictionaries, buddy systems, and either IPADs or computers are used to provide native language input for ELLs.

The AIS team, as well as cross-grade/content teams will use data from the periodic assessments to monitor students and drive instruction.

- LSW (Looking at Student Work) meetings will provide opportunities for teachers to use data from the various assessments to identify strengths and weaknesses in order to differentiate instruction.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RTI Guide for Teachers of ELLs](#).]

P.S.10 reviews and analyzes data to drive instruction for our ELLs. Using the three Tiers of RTI our ELLs are given appropriate and effective interventions to provide the education these students need. Tier I Classroom teachers scaffold lessons, give clear instructions and explanations so as to enable all students, especially our ELLs, to develop literacy skills and meet grade level benchmarks. When our ELLs are below benchmark on any particular skills the students receive instructional support within the classroom. Tier II provides intensive intervention. The intervention is given in the classroom or out of the classroom with an AIS staff member who will target specific skills the students need to acquire. In Tier III our ELLs receive rigorous individualized intervention to target their language and content-area learning needs, using research-based strategies.

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

At the intake process our trained and licensed pedagogue, Ms. Luciano, interviews both parent and child to determine language dominance and get information of the students education history. Native language is supported as the child acquires the English language.

Students are surrounded by a print-rich environment, tradebooks, classroom libraries, school library and instructional materials that are aligned with the NYS Common Core Curriculum and reflect the language of instruction

- Students also participate in small group, task-oriented projects or situations that guide the production of language both in verbal and written form.
- Students are supported with Guided Reading strategies, Month By Month Phonics, vocabulary/word study and Leap Frog programs in reading-specific language prompts to help the ELL student develop academic language in reading and writing.
- Students will also be supported with the Language Power Program. This highly differentiated enrichment program will provide rigorous instruction in the four language domains: Listening, Speaking Reading and Writing.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the target language?
- b. What is the level of language proficiency in the target language for EPs?
- c. How are EPs performing on State and other assessments?

N/A

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

Based on the NYSESLAT results and the number of students who have demonstrated progress and proficiency as well as data from Fountas and Pinnell or Teachers College reading assessments, we evaluate the effectiveness of our ENL program. The NYSESLAT 2015 data shows that our ELLs are making gains by moving to the next proficiency level or by increasing their numbers on the scale scores. For instance, several of our ELLs moved from the Beginner level to Expanding and others moved from Intermediate to Expanding. We had Commanding level students in grades three, four, and five. Our Entering and Emerging students are newcomers or students with learning disabilities including NYSAA students. Additionally, it should be noted that our ELLs meet promotional criteria as per their IEPs. With support provided by the ENL program, ELL students have demonstrated that they are better equipped to meet the Common Core State Standards. .

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

When students are initially enrolled in our school, they are screened by Ms. Luciano, the ENL teacher, or by other trained pedagogues namely, Mr. Frosina, Ms. Baron, Ms. Mazzella, Ms. Galtieri or Ms. Caputo. Parents complete a Home Language Information Survey (HLIS) with the assistance of the pedagogue to determine primary home language. If the home language is other than English or Spanish Ms. Luciano seeks the help of our multilingual staff for translation or seeks help from the Translation and Interpretation Unit over the telephone translation.

The home language will be determined based on a combination of the interview with both parent and student responses to questions on the HLIS. For students whose home language is other than English a more indepth interview with the student is done in English and their home language, prior school work, and if applicable, their Individualized Education Plan (IEP). The IEP is reviewed to determine if the student should be administered the New York State Identification Test for English Language Learners (NYSITELL). Language dominance and NYSITELL eligibility for students with an IEP from within the U.S. will be based on the determination of the Language Proficiency Team (LPT) and the appropriate steps will be followed as outlined on the ELL Policy. For students without an IEP, and in the absence of prior school work the school will use a grade appropriated assessment to determine if NYSITELL should be administered. Once eligibility to take NYSITELL is established the school will print answer documents for the students and Ms. Luciano our license ENL teacher will administer the NYSITELL within 10 school days of enrollment. Parents will be notified of ELL Status using the NYCDOE standard parent notification letters in parents preferred language. All students newly identified as an ELL and home language is Spanish will be administered the Spanish LAB at the time of initial enrollment, also , within the 10 day testing window or 20 day window for students entering with an IEP.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Students with interrupted formal education who are enrolled in our school are screened using the SIFE oral interview questionnaire and given an informal/ formal school assessment within 30 days of enrollment. If the home language is Arabic, Bengali, Chinese, Haitian Creol or Spanish the Literacy Evaluation for Newcomer Sife (LENS) will be administered within the 30 days of enrollment.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

For students newly enrolled with an IEP and whose home language is other than English, our Language Proficiency team (LPT) will review evidence of student’s English Language development and make a recommendation whether to administer NYSITELL to the student. Our LPT members are Laura Scott, Principal, C. Napolitan, AP, E. Luciano, ENL teacher, R. Albano SBST/Psychologist and student’s parent/guardian. If parent needs translation, we provide a school staff member who speaks the parent’s language. Our director of Special Education is Anthony Frosina. If the LPT recommends that the student take the NYSITELL, it is administered to determine ELL status within the first twenty days. The process continues as with all students.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Immediately after the NYSITELL is scanned and scored the NYCDOE standard entitlement or non-entitlement letters are filled out by Ms. Luciano, ENL teacher, and distributed to parents via students backpacks. This ensures that letters go out within the five school days after the NYSITELL.

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

Parents are informed of the ELL process including the right to appeal in the initial interview by the pedagogue. Written information about the appeal process , including the 45 day window, is sent home with the entitlement and non entitlement letters. Copies of letters and records of communications sent home are kept by Ms. Luciano, ENL teacher. Re-identification process is also presented at the parent orientation meeting. All information is presented in parents preferred language.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

Once a child is identified as an English Language Learner (ELL) parents are invited in writing to an Orientation meeting, which includes viewing and discussing information shared on the NYCDOE online Parent Orientation video. This parent video describes and explains the Transitional Bilingual Education, Dual Language, and Freestanding ENL programs available to their child. All information is given in the parent’s native language. The orientation meeting is held by Ms. Luciano our licensed ENL pedagogue, Ms. Seide our parent coordinator and our multilingual staff deemed needed as per parents home language. At this meeting the parents complete

the Parent survey and parent selection form indicating their program choice. Orientation meetings and program placement are within 10 days of enrollment. Communication with parents is an ongoing process throughout the school year and parents are informed whenever a program of their choice (TBE/DL) become available at our school if it was not available at time of enrollment. Mode of communication is either, letters sent home in students backpacks, telephone calls to parents, emails and at monthly meeting to maintain dialogue with our families at all time.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

All information (brochures, entitlement letters, video, questions and answers) is provided in the parent's native language by our ENL pedagogue. Written translations are provided by NYC Department of Education; oral translations are provided by staff along with Ms. Luciano or by telephone translation offered by the Translation and Interpretation Unit. This helps to ensure parents make an educated decision about their child's education. After viewing and discussing options, parents complete their surveys at the Orientation. For parents who do not come to the Orientation, the ENL coordinator contacts them directly to set up a one-on-one meeting. The original surveys are kept in the child's cumulative record and a copy is kept on file with the ENL coordinator and is available for reference as needed. Ms. Luciano is responsible for distribution and collection of all entitlement letters and notification letters to parents (in the parent's native language) at the beginning of each school year to inform parents of their child's ELL program eligibility. In order to monitor parent program choice, records are maintained in a binder at the ENL teacher's room. Program choices are logged by class and grade. If a bilingual program would need to be opened, based on parent choices, parents would receive letters of notice. Parents are notified via letters in children's backpack, telephone calls, emails and one on one meeting with parents to ensure that parents and school get all necessary documents needed.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

We make every effort to have all parents complete and return Parent Survey and Program Selection forms. Our ENL teacher reaches out to parents by telephone, sets one to one meetings at their conveniences and reaches out to parents at drop off and dismissal times. Once the Parent Survey and Program Selection Form is completed, it is copied. Originals are attached to the original HLIS and stored in students' cumulative folder. Copies are kept on file in the ENL teacher's room. If forms are not returned the default is bilingual education and parents are informed of the default in their native language. In the past several years we have had 100% return rate of all forms.

9. Describe how your school ensures that placement parent notification letters are distributed.

All students in our school are given a parent folder in their backpacks. Placement parent notifications are sent home via the parent folder by Ms. Luciano. These letters have the translated version available right behind the English side. Parents receive notification letters in their preferred language as indicated on the HLIS.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

All ELL documents, such as (but not limited to) HLIS, Parent Survey and Selection form, Program Placement letter, non-entitlement, entitlement letters and LPT determination forms are kept in the student's cumulative file. Our ENL teacher also maintains an ELL folder containing copies of all ELL documents.

11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

Our testing coordinator and the ENL teacher print and review for accuracy the Eligible for NYSESLAT report provided by NYC Department of Education. An internal testing memo is created and given to all staff, indicating the names of all ENL students to be tested. The speaking portion is done individually within the testing window. The other three sections are administered on three separate days. Make up days are scheduled for students who may be absent for any part of the NYSESLAT.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

At the beginning of every school year we review the NYSESLAT results reflected on RLAT to determine which students continue to be entitled and which need transitional support. NYCDOE standard letters for continued entitlement and transitional support are then distributed in parents' preferred language via parent folder, which is in student's backpack and by Ms. Luciano. These letters are provided with the translated version behind the English version.

13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

To date, bilingual classes have not been required, or offered, due to parent preference for ENL and due to insufficient numbers. In the past few years we have had 37 to 45 ELLs and only 3 to 4 families have requested bilingual classes or dual language programs. Transfer options were offered to these parents. In all cases parents refused the transfer. We monitor parental choices by logging their selections by class and grade. Currently there are 47 ELL students serviced by the ENL program and parents of newly admitted students have chosen our ENL program. Our program model is aligned with parental choice. If the threshold of 15 or more parent requests is reached in one or two contiguous grades, then a bilingual program would need to be opened.

# Part V: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
  - a. Freestanding ENL program.  
Students in our Freestanding ENL program are heterogeneously grouped and are serviced via the standalone and integrated models. The ENL teacher groups students in the entering and emerging levels in two grades to provide standalone minutes. Integrated minutes for entering, emerging, transitioning, expanding and commanding are served by the ENL teacher during ELA and content blocks. Classroom teachers of ELL students and ENL teacher meet during common times to collaborate and plan instruction.
  - b. TBE program. *If applicable.*  
N/A
  - c. DL program. *If applicable.*  
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?  
Our ENL program observes the following mandates as per Part 154 : Entering and Emerging 360 minutes per week, Transitioning and Expanding: 180 minutes per week and for Commanding 90 minutes per week. ELL students receive the following units; entering one standalone and one integrated unit, emerging one standalone and one integrated unit, transitioning .5 standalone and .5 integrated units, expanding one integrated unit, commanding .5 integrated unit. In order to meet the linguistic need of our ELLs, parent choice, and part 154 mandates, language instruction is aligned to ELA and content area standards. ELLs will also be supported in afterschool programs.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.  
P. S. 10 implements a standards-driven comprehensive program for our English Language Learners (ELLs). Content area instruction is aligned with the Common Core Standards in Math, Science, Social Studies, and Technology. Instruction is in English and students are taught with an emphasis on vocabulary of the content being taught. Investigative Method is implemented in content and students draw conclusions in hands-on group activities that are kinesthetic and collaborative. This approach naturally supports ELLs and diverse learners. Visual aids are also used to scaffold content vocabulary as well; moreover, students are allowed to use native language dictionaries to aid their comprehension. Students are also paired with native language speakers to help support them. Our Targeted Intervention program consists of:
  - All ELL students, who receive additional support in morning and/or afterschool programs
  - AIS small group instruction, as well as scaffolding of instruction in literacy and math
  - In the ENL program and throughout the school students are also exposed to a print-rich environment and materials to support learning.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?  
Spanish ELLs are given the Spanish LAB to evaluate their native language ability. We also have books in various languages as well as staff who speak different languages to help assess students' native language ability and help evaluate student progress throughout the year. ELLs also take the State tests (besides ELA) in their native language if it is available; in addition, all state required ELA modifications for standardized tests are provided to ELLs.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Language development checklists are used three times in the year to ensure that our ELLs are acquiring English Language skills in all modalities. All ELLs are observed and assessed by both the classroom teacher and the ENL teacher to determine how the student is developing their English acquisition skills in speaking and listening. Reading and writing are assessed through activities which demonstrate their abilities as well as in monthly TC assessments. Periodic assessments are conducted to determine progress and to drive instruction in all modalities

6. How do you differentiate instruction for each of the following ELL subgroups?
- SIFE
  - Newcomer
  - Developing
  - Long Term
  - Former ELLs up to two years after exiting ELL status

**Differentiation of Instruction**

- Students with Interrupted Formal Education (SIFE) are provided with an earlymorning program to strengthen their academic skills in content areas. Small group instruction for native language support is provided to our SIFE students.
  - We provide a strong language acquisition program to our newcomer students and to those in the Beginners Level (as per the NYSESLAT):
    - LEAP Frog – Language First Program and Sounds in Motion--a phonemic-awareness program
    - d-Readalouds and picture word walls support their language development
    - The Balanced Literacy program is scaffolded throughout the program to target and support our ELL students
  - Students participate in an instructional program that regularly ensures continuity of rigorous instruction for ELLS receiving services for 4-6 years
  - For long-term ELLs - special groupings are formed, and individualized tutoring plans are made using the reading and writing workshop model.
  - Former ELLs up to two years receive small group instruction according to reading level and scaffolds are provided to support their language development.
7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student’s academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [\*ELL Policy and Reference Guide, Re-Identification of ELL Status\*](#) section.

If within 45 days of enrollment, a student is believed to have been misidentified in the initial identification process, schools and parents can request to have the identification process be administered a second time. In such a case, written notice must be received by the principal and the re-identification process will be completed within 10 school calendar days, unless CSE is included then the re-identification process will be done within 20 school calendar days. The ENL teacher or other trained pedagogues namely Ms. Mazzella or Ms. Galtieri will manage the re-identification process. They will review documents related to the initial identification. They will review the student's work in English and home language with translation from other staff members. They can administer the NYSITELL to the student if the original determination was that the student should not be administered NYSITELL. They will not administer NYSITELL if it had been administered during initial identification. Parents or guardians will be consulted by the reviewing staff members. A recommendation will be made and the principal will make the determination whether to maintain ELL status or not. Parents will be notified in writing of the principal's decision in the parent's preferred language. After the parent acknowledges the principal's recommendation by signing the notification, the documents are submitted to the superintendent for review. This is done only when the recommendation is to change ELL status. In order to ensure academic progress, the classroom teacher and ENL teacher will collaborate on monitoring students' gains in language and content. Within 6 to 12 months after the Re-identification Process decision is made Ms. L Scott, Principal will review the students academic progress. Ms. L Scott will consult and meet with the classroom teacher, the ENL teacher, the parent and student to ensure that the student's academic progress was not adversely affected.

8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

Students are surrounded by a print-rich environment, tradebooks, classroom libraries, school library and instructional materials that are aligned with the NYC Core Curriculum and reflect the language of instruction

- Students also participate in small group, task-oriented projects and situations that guide the production of language both in verbal and written form
- Students are supported with Guided Reading strategies, Month By Month Phonics, vocabulary/word study and Leap Frog programs in reading-specific language prompts to help the ELL student develop academic language in reading and writing

Smartboards, IPADs, and laptops are utilized in the classrooms to help support all students. By use of technology and grade

Chart and age appropriate materials ELLs language acquisition is enhanced for they provide visuals and interactive opportunities for learning. Scaffolds and modified instruction is readily accessible through them.

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

For our ELLs with special needs their Individual Education Plan (IEP) is followed. Lessons are scaffolded and hands-on activities support their learning. Our ELLs-SWDs are mainstreamed into General Education classes for a least restrictive environment. Integrated Co-Teaching classes are in place as an inclusion model for ELL-SWDs. ELLs who have IEPs are placed in ICT classes where they will receive instruction with non-disabled peers.

### Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
Chart	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



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

**CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

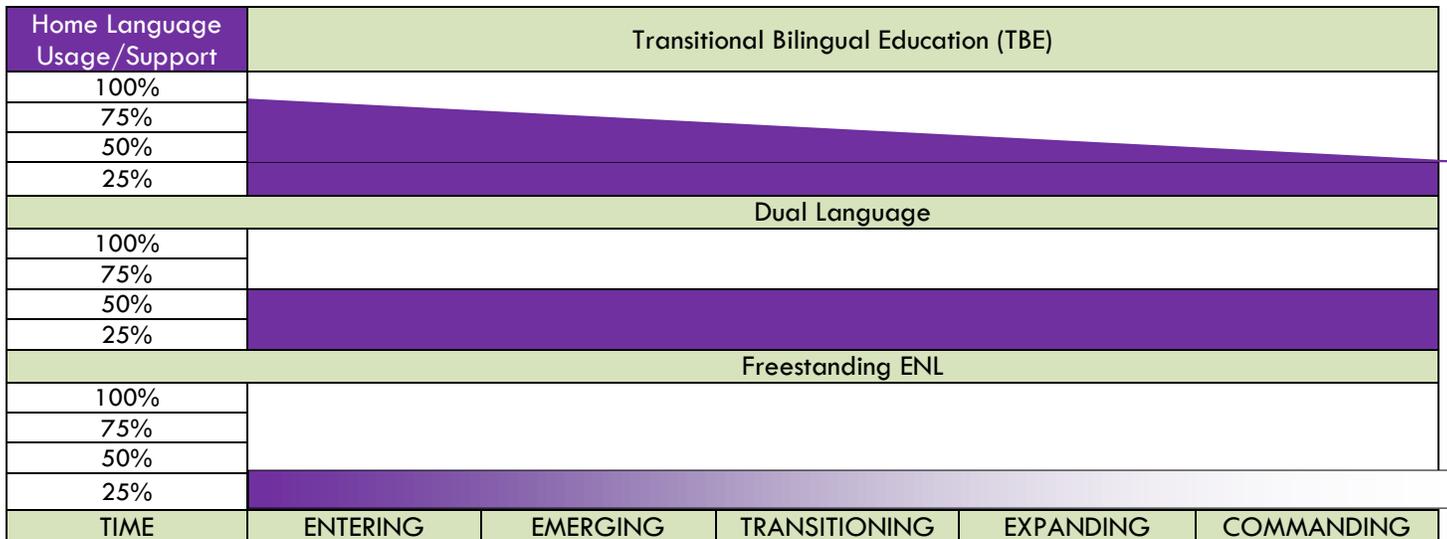


\*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

**Home Language Usage and Supports**

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. Targeted intervention for ELLs is provided in Morning School and After School programs, and daily pull-out small group programs to help students reach state standards. Focus is on building ELL vocabulary skills, comprehension skills, math, science and social studies. ENL strategies, scaffolding instruction in all areas, language acquisition and native language support are used for general education, students with special needs, long term ELLs and those reaching commanding level.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Based on our assessment data and following student progress, our ELL students are making gains in content and language development. In science students take Foss assessments and progress is monitored through them. In math students receive translated books. In social studies content vocabulary is given special focus in order to foster access to terms. P. S. 10 takes the following steps to ensure that both former and present ELLs will meet or exceed standards by addressing needs of individual students, as well as parents, family and community:

Targeted intervention for ELLs in Morning School and After School programs.

Visuals and realia to support our students' understanding of the academic content. Instructional materials include a wide range of print, visual and digital resources designed to increase English Language proficiency.
12. What new programs or improvements will be considered for the upcoming school year?

In the coming school year we will be adding the Language Power program to our ENL instruction: This new program will empower our ELLs by building their English proficiency with differentiated instruction in the four language domains. The program has a parent language component to support language development at home.
13. What programs/services for ELLs will be discontinued and why?

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

All schools programs and services are offered to our entire school population -ESL, Special Education, G&T and General Education. ELLs are invited to participate in school programs by receiving letters in their home communications folder. Therefore, our ELLs participate in morning and afterschool programs for additional academic support. Students have this opportunity to enhance their speaking, listening, reading and writing skills. All ELLs participate in small group instruction, peer tutoring, and mainstreaming, for our special needs students. All ELL's are included in our science fair, enrichment programs and school wide activities (field trips, picnic, holiday shows).
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

Instructional materials used are Foundations, Language Power Program, On Our Way to English, Books on Tape, the Leap Frog Program, and Rosetta Stone. Where appropriate, laptops, iPads and tape recorders are used. These instructional programs enhance our ELLs ability to reach proficiency levels in all modalities. Additionally, native language math and science books, bilingual dictionaries and glossaries are used in the classroom to support native language.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Books in various native languages are part of the ENL Library as well as a part of our school Library. These libraries include math books, biographies, fairytales, non-fiction books for social studies and science. We also have a diverse staff, and PTA parents, who provide native language support such as Spanish, Bengali, Arabic and Chinese.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

ELLs who require services/resources receive AIS, Academic ESL After-School programs, small group instruction in the classroom that address their cognitive needs. For reading instructional materials are age and grade appropriate.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

Orientation meetings and workshops for both parents and students are given in May and late August for our newly-enrolled ELLs. The newly enrolled ELL Students are screened in preparation for the next school year. Ms. Luciano our ENL teacher, Ms. Seide our parent coordinator and Mr. Oramas our guidance counselor confer with parents regarding student needs. Our ENL programs provide nurturing environments that promote standards-based teaching and learning. All students have access to standards-based instruction. Instructional strategies reflect scientifically based research such as Leap Frog, Foundations and Sounds in Motion. Additionally, our literacy-rich environments encourage equitable opportunities for learning, respect and diversity for all our students. Our goals are to meet the linguistic, social, academic, physical and emotional needs of our ELLs. We believe that a student's native language supports progress in English literacy, and therefore all ELLs are provided with the same high quality instruction that monolingual students receive. With the support of our staff, families, students and school community, we strive for all of our learners to master the skills necessary to succeed in our highly literate and technological marketplace.

19. What language electives are offered to ELLs?

N/A:

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

The ENL teacher will participate in professional development opportunities throughout the school year. For the most part, our ENL teacher participates in the ELL Network and ISC offerings. She will attend the districts Language and the Brain workshop of November 6 and she'll attend other district workshops as they're announced. The information is then turnkeyed to teachers of ELLs during common preps and at full day staff development days.

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

All teachers, including our ENL teacher, have opportunities to attend citywide PDs, which are widely publicized via the Principal's Weekly attachments or the Principal Portal, and advertised to staff in our Faculty Notes, information bulletin boards and on STARS. In addition, our ENL teacher, classroom teachers and support teachers conduct series of seminars to share and explore best practices in aligning Common Core Standards with ELL needs. They have discussions, read literature, and generate lessons and maps that support ELL language development and Common Core achievement.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Professional Development for all school personnel working with ELLs (teachers, paraprofessionals, guidance counselor, psychologists, occupational/physical/speech therapists, secretaries, & parent coordinator) is as follows:

- Language Acquisition
- Scaffolding Instruction in Literacy, Math & all content areas
- Balanced Literacy: Considerations for ELLS
- Using the native language to support English Language acquisition and enrich progress in English literacy, math, and all content areas.

4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

P.S. 10 will fulfill the requirements as per Part 154 of 15% of total hours of professional development for all teachers and 50% for our ENL teacher. A Study Group on ELLs will be part of the cycles that will be ongoing throughout the year. General ed teachers as well as special ed teachers will be involved. Information from the the study group will be shared during grade conference meetings. Teachers will be given an opportunity to join our ELL study group. The focus of the study group will be language acquisition, best practices for coteaching strategies and integrating language and content instructions for our ELLs. Agendas and attendance records are maintained in a binder at the principal's offic.

### C. Parental Involvement

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

Tuesdays are set aside for parent engagement. During this time, individual parents of ELLs will be invited in discuss specific concerns they may have. If parent needs translation, a school staff member is asked to attend and assist with communication or the language interpretation unit is called to help.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [\*ELL Policy Reference Guide, Parent Selection and Program Placement\*](#) section.

Our ENL teacher will call parents to set up individual meetings with them. This is an additional meeting to the parent-teacher conferences, or initial parent orientation meetings. The student's language development progress will be discussed in this meeting and the child's content are needs. A school staff member will help facilitate translation if it's necessary.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

Parent involvement includes:

- Multicultural celebrations
- Parents as Learning Partners

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?  
N/A

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

Our parent coordinator interviews parents at registration to evaluate their needs. Also, the School Leadership Team and Parent Coordinator, along with our ESL teacher, reviewed all existing non-translated communication sent to parents. Additionally, we reviewed our school calendar (specific dates geared to P.S. 10) to determine which communications should be translated. At our first PTA meeting and at our monthly Parents as Learning Partners meetings our parent coordinator informs parents of our open door policy so parents are able to discuss and communicate their needs. We have different means of reaching out to parents, such as, email, letters sent home, telephone calls and one on one confidential meetings with parents. It's important that parents know that the parent coordinator is their avocate and can help them with their concerns.

We provided written translation for the following based on parent's request:

- Family Handbook
- Announcements for Workshops, Afterschool
- Materials related to medical protocol for trips, etc.

An assessment of our Oral Interpretation needs was done through:

- observation and past experiences
- parent surveys/suggestions
- discussions at the SLT and PTA meetings
- monthly Parent Coffee gatherings and information sessions

Proposed Services that include translations for:

- Parents during Curriculum Week / Curriculum Night
- Parent Workshops that are related to academic achievement and testing
- Parent Teacher Conferences

We also use the Home Language Identification Survey in determining the language of preference that the parent wishes to be communicated with. This information enables us to provide translation if necessary during parent-teacher conferences, meetings, and workshops.

6. How do your parental involvement activities address the needs of the parents?

These activities will help parents understand their child's academic progress as well as how they support their child's academic growth. In addition, the Parent Coordinator conducts tours and provides parent information that includes information about intervention programs available (ELL, Special Education, G & T, etc). We honor parents' concerns, and welcome their suggestions; in addition, we communicate with parents through staff members who speak their language in order to effectively address their needs.

#### **D. Additional Information**

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

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Laura Scott	Principal		10/23/15
Gabriel Feldberg	Assistant Principal		10/23/15
Madeline Seide	Parent Coordinator		10/23/15
Elizabeth Luciano	ENL/Bilingual Teacher		10/23/15
Tyndall Arrasmith	Parent		10/23/15
Danielle Buntley	Teacher/Subject Area		10/23/15
Deborah VanDoren	Teacher/Subject Area		10/23/15
Chris Napolitan	Coach		10/23/15
Cathy Havlicek	Coach		10/23/15
Giovanni Oramas	School Counselor		10/23/15
Anita Skop	Superintendent		10/23/15
O'Mayra Cruz	Borough Field Support Center Staff Member _____		10/23/15
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

*Requirement under Chancellor's Regulations – for all schools*

DBN: **15k010**      School Name: **P.S. 10**  
Superintendent: **Anita**

### Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training ([www.learnndoe.org/tiu/lac](http://www.learnndoe.org/tiu/lac)) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

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

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

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

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

An assessment of our written and oral interpretation needs was done through observations and past experiences. Parents were surveyed to determine language preferences. Over 50 parents were provided with translated documents. The Home Language Identification Survey and the Emergency Contact cards are also reviewed for parents' dominant language preferences.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Spanish, Chinese, Japanese, French, Hebrew, Haitian, Arabic, Bengali, Russian and Ukraine

### Part B: Creating a Communications Calendar

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1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

The written translation we plan to provide are documents containing critical information regarding their child's education. These documents include but are not limited to Bill of Parents Rights and Responsibilities, Family Handbook, safety plan procedures, announcements for parent teacher conferences, after school programs, workshops, New York State testing dates and materials related to medical protocol for trips, registration, applications and common core standards. Presently, we have in-house staff members who speak Spanish, Chinese, Arabic, French, Asian, Russian and Bengali enabling us to provide oral and written translation to parents on a day to day basis. The school utilizes the Department of Education's Translation and Interpretation Unit and searches for previously translated critical documents on the DOE website, when needed.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

We will meet with parents face-to-face at the intake process, initial parent orientation, during parent teacher conferences, curriculum nights and also during individualized parent meetings set up with all parents of ELLs and the ENL teacher.

### **Part C: Providing Language Assistance Services**

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1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

The School Leadership Team, Parent Coordinator with our ESL teacher reviewed all existing non-translated communication sent to parents. Additionally, we reviewed our school calendar (specific dates geared to P.S. 10) to determine which communication needed to be translated. For the past few years our ESL student population has continuously decreased, yet 50 of our Spanish speaking parents are still in need of translated information. All translated communications are sent home in both English and the parents' native language via parent folders. A copy of the emergency contact card containing parents' preferred language is given to classroom teachers and one is kept in the main office. All staff, including secretaries are familiar with the home contact information and are aware of which families need translated notices. Teachers are in constant communication with office staff making sure parents get school information in their preferred language. This information is shared at PTA meetings as well as in School Leadership Team meetings.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Oral interpretation services will be provided to parents during Curriculum Week/ Curriculum Night, parent workshops and PTA meetings. Our in-house school staff or parent volunteers will also provide translation during Parent Teacher conferences. Formal translations will be provided by school staff. These translations will help parents understand their child's academic progress as well as how they can support their student's academic growth

#### **Part D: Training Staff on Policies and Procedures**

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

Policies and procedures on how to use translation services and over the phone interpretation services will be in the staff handbook and reviewed at staff meetings.

#### **Part E: Providing Notice of Language Assistance Services**

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Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

##### Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

Our school will provide timely translation and distribution of critical communications to parents by utilizing our in-house staff, the DOE Translation and Interpretation Unit and by obtaining critical translated documents on the Department of Education website. We also post signs near the main entrance of the school in the appropriate language indicating the availability of language services.

#### **Part F: Monitoring and Quality Control**

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Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Parents will be surveyed several times throughout the school year to gather feedback on the quality and availability of services. In addition, discussions at PTA meetings will also address the quality of services for parents for feedback.

