

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

16K026

School Name:

P.S. 026 JESSE OWENS

Principal:

CYNTHIA CELESTINE

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Jesse Owens School Number (DBN): 16K026
Grades Served: Pre-K -5
School Address: 1014 Lafayette Avenue Brooklyn, NY 11221
Phone Number: 718 -919 - 5707 Fax: 718 - 574 - 2803
School Contact Person: Cynthia Celestine Email Address: CCelest@schools.nyc.gov
Principal: Cynthia Celestine
UFT Chapter Leader: Patricia Brown
Parents' Association President: Marta Torres; Janis Barnes
SLT Chairperson: Debra Ellison
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Ora Cobb
Student Representative(s): N/A

District Information

District: 16 Superintendent: Evelyn Santiago
Superintendent's Office Address: 1010 Lafayette Avenue, Brooklyn , NY 11221
Superintendent's Email Address: ESantiago@schools.nyc.gov
Phone Number: 718- 574-2829 Fax: 718-574-2834

Borough Field Support Center (BFSC)

BFSC: _____ Director: Bernadette Fitzgerald
Director's Office Address: 131 Livingston Street, Brooklyn NY
Director's Email Address: BFitzge2
Phone Number: 718-935-3954 Fax: 718-935-2382

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)
Cynthia Celestine	*Principal or Designee	
Patricia Brown	*UFT Chapter Leader or Designee	
Janis Barnes	*PA/PTA President or Designated Co-President	
Debra Ellison	DC 37 Representative (staff), if applicable	
Ora Cobb	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	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	
Michael Sharpe	Member/ Parent	
Ora Cobb	Member/ Parent	
Brenda Burton	Member/ Teacher	
Stan Morse	Member/ Parent	
Andrea Jackson	Member/ Teacher	
Marta Torres	Member/ PTA/Co-President	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	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.

The Six Elements of the Framework for Great Schools
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.
Supportive Environment: 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.

The Jesse Owens School is a Professional Learning Community where all students are expected to demonstrate mastery. Instructional leadership maximizes the skills and knowledge of the entire community, including students, staff, parents, administration and educational partners to provide our children with an exceptional education. We maintain high expectations for success and work collaboratively to ensure that all students learn. At Jesse Owens, student learning is the barometer upon which we measure the effectiveness of our instruction.

Our mission is to engage staff, students, families and community partners to make a difference in the life of each child in our learning community. We will provide all students with an exceptional education to develop their mind and nurture their spirit; empowering them to change the world.

Our school's strengths lie in the ability to engage students in rigorous learning experiences. Based on the results of the 2013-2014 School Quality Snapshot, P.S. 26 has exceeded the target in the following areas: closing the achievement gap; achievement Rating; and progress rating. The school's strength also include building a positive school culture through Positive Behavior Incentive Support (PBIS) incentives (students are rewarded for positive behaviors with gold coins and use the coins to buy tangible items from the golden cart that makes its rounds monthly). One of the major growth areas for last year was in Diagnostic Tool for School and District Effectiveness (DTSDE) 2.3 wherein staff collaborated to create and use systems and protocols in helping the school move forward to achieving its goals.

Our challenges lie in: refining progress monitoring to maximize learning for all students and expanding current systems across all content areas; building teacher pedagogy to be more rigorous to meet the wide range of abilities throughout the school. This year there is an emphasis on DTSDE 4.2 where school leaders and teachers that teacher use data to establish short and long term goals with learning trajectories for groups of students based on identified and timely needs.

16K026 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	249	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		79.7%	% Attendance Rate	89.5%
% Free Lunch		83.5%	% Reduced Lunch	2.0%
% Limited English Proficient		7.9%	% Students with Disabilities	27.2%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		0.8%	% Black or African American	70.1%
% Hispanic or Latino		26.0%	% Asian or Native Hawaiian/Pacific Islander	0.8%
% White		2.4%	% Multi-Racial	N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		3.18	# of Assistant Principals (2014-15)	1
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.3%	Average Teacher Absences (2013-14)	9.26
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		21.9%	Mathematics Performance at levels 3 & 4	24.8%
Science Performance at levels 3 & 4 (4th Grade)		83.3%	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			Recognition	
In Good Standing		X	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		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		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		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		YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
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		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.

Strength Areas:

- Teachers have and use comprehensive assessment. (DTSDE 3.5; QR 2.2a, 2.2c)
- Teachers use common assessments across grades (DTSDE3.5; QR 2.2b)
- Teachers have systems for providing regular and explicit feedback (DTSDE 3.5; 2.2a)
- Teachers consistently collaborate within and across grades and subjects(DTSDE 3.4; QR 1.1)
- Teachers monitor and adjust curricula. DTSDE 3.3; QR 1.1

Priority Need

- Teachers need to maintain on-going assessment
- Teachers need to consistently analyze and monitor students' progress

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.

By June 2016, there will be an increase of at least 5% in proficiency (levels 3s and 4s on the New York State English Language Arts and Mathematics assessment are measured against the June 2015 NYS ELA and Math results.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Emphasize progress monitoring between assessments in order to adjust the curriculum to meet students' needs and increase achievement.</p>	<p>All teachers</p>	<p>September 2015 - May 2016</p>	<p>Coach and Assistant Principal</p>
<ul style="list-style-type: none"> • Professional Book Study to enhance pedagogy. • Provide push-in and pull out services, AIS and RTI services for ELLs and SWDs. 	<p>All teachers</p>	<p>September 2015 – May 2016</p>	<p>ESL teacher, Special Ed. Teachers, Coach , cluster teachers and Assistant Principal</p>
<ul style="list-style-type: none"> • Professional Development provided by district; participation in learning networks with colleagues; inter- and intra-visitation 	<p>All teachers</p>	<p>September 2015 - May 2016</p>	<p>Principal, Assistant Principal</p>
<ul style="list-style-type: none"> • Parent Workshops to support students at home with reading strategies and the use of rubrics. 	<p>All teachers</p>	<p>September 2015 - May 2016</p>	<p>Parent Coordinator, Assistant Principal, Coach, Principal</p>

Part 4 – Budget and Resource Alignment

<p>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.</p>										
<p>The use of Tax Levy NYSTL funds to purchase libraries across grades. Tax Levy NYSTL Educational Software funding and funds from Title 1 SWD will be used to purchase MClass Dibels packages.</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant	SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>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.</p>
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Six weeks cycle of end of unit assessments; Beginning of Year (BOY); Middle of Year (MOY) and End of Year (EOY) for MClass Dibels Reading benchmarks. At the end of each cycle, students should have moved at least two reading levels.

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 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.

Strengths

The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.

Priority Needs

Strategic system for interventions and supports to address academic and personnel barriers to success. (DTSDE 5.2; QR 1.3)

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.

By June 2016, at least 80% of teachers will be able to fully utilize the resources and organizational decisions to support the school’s instructional goals and meet all students’ learning needs as evidenced by a 3% increase in students' performance on summative assessments.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Unpack the CCLS and plan professional development around teachers’ needs.</p>	<p>All teachers</p>	<p>September 2015 -June 2016</p>	<p>Administrators Highly Effective Teachers &</p>

			Professional Learning Committee
Identify students' gaps by conducting diagnostic assessments, item analysis.	All teachers	September 2015 -June 2016	Administrators Highly Effective Teachers & Professional Learning Committee
Communicate students' academic needs and growth through one and one conferences with the students and also the parents. Send periodic progress report to parents. Parents would be invited to celebrations and publishing parties to highlight students' accomplishments.	All teachers	September 2015 - June 2016	Administrators Highly Effective Teachers & Professional Learning Committee
Share school's instructional goal with the school community. Identify teachers entry point in each of the eight Danielson Competencies.	All teachers	September 2015 -June 2016	Administrators Highly Effective Teachers & Professional Learning Committee

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.											
A combination of tax levy reimbursable funding will be allocated to pay for: Per diem substitutes as teachers attend professional development; essential materials and resources; key personnel will include: school-based administrators; coach, teacher teams and professional learning committee.											
Part 4b. 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
	C4E		21 st 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.										
By Feb 2016, at least 50% of teachers will be able to fully utilize the resources and organizational decisions to support the school's instructional goals and meet all students' learning needs as evidenced by a 3% increase in students' performance on summative 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.

Strengths

- Data-based instruction leads to high levels of student achievement. (DTSDE 4.5; QR 2.2)
- Teachers use summative and formative assessments to develop plans based on students’ needs and strengths (DTSDE 4.5; QR1.1, 1.2,2.2)

Priority needs

- Teachers have targeted plans for groups of students informed by data. (DTSDE 4.2; QR 4.2)
- Teachers use instructional practices to support students with a variety of needs and learning styles. DTSDE 4.2; QR 1.2)

Teachers stimulate deep levels of thinking DTSDE 4.3; QR 1.2)

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.

By June 2016, at least 80% of teachers will consistently develop targeted plans, informed by data, for groups of students and use instructional practices to support student's with a variety of needs thus resulting in at least 5% increase in students' overall academic performance.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Ensure teachers have opportunities to meet at least two times weekly through creative scheduling.</p>	<p>Teachers</p>	<p>September 2015 - June 2016</p>	<p>Teachers, Principal and Assistant Principal</p>
<p>Emphasize the consistent use of programs such RTI, AIS , Push in and pull-out model for ELLs and SWDs.</p>	<p>Teachers</p>	<p>September 2015 - June 2016</p>	<p>Teachers, Principal and Assistant Principal</p>
<p>Provide parents with bi-weekly progress report highlighting student goals and progress.</p>	<p>Teachers</p>	<p>September 2015 -June 2016</p>	<p>Teachers, Principal and Assistant Principal</p>
<p>Provide resources and professional development for teachers.</p>	<p>Teachers</p>	<p>September 2015 - June 2016</p>	<p>Teachers, Principal and Assistant Principal</p>

Part 4 – Budget and Resource Alignment

<p>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.</p>											
<p>Use of SWP Students in Temporary Housing; Title 1 SWP resources will support programs such as RTI and UDL. Tax Levy funding will fund necessary resources for assessment.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>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.</p>
<p>By February 2016, at least 40% of teachers will consistently develop targeted plans, informed by data, for groups of students and use instructional practices to support student's with a variety of needs thus resulting in at least 5% increase in students' overall academic performance. Example of a mid-point benchmark is MClass middle of the year (MOY) assessment in reading levels.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

- 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.
- 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.

Strengths

- Thoughtful Programming that is aligned to student needs. (DTSDE 2.3; QR 1.3)
- Frequent targeted feedback to teachers. (DTSDE 2.4; QR 4.1)
- Articulated shared vision (DTSDE 2.2; QR 3.1)
- Use of teacher and student data to inform professional development. (DTSDE 2.4; QR 4.1)

Priority Needs

- Use evidence –based systems and structures that are dynamic and adaptive (DTSDE 2.5; QR 5.1)

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–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, school leaders including teacher leaders will create and implement a professional development plan that builds teacher's capacity to use differentiated questioning and discussion techniques for English Language Learners (ELLs), resulting in a 4% increase in teachers improving one performance level reflected in Danielson component 3b Questioning and Discussion Techniques in Advance.

2015Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
Professional development	All teachers	September 2015 - June 2016	All teachers
Teachers will meet during common planning and inquiry time to adjust the curricula based on student performance.	Tier II students, ELL and SWDs	Every 3 and 6 weeks cycle	All teachers teams and administrators
Vertical and horizontal teams will meet to look at students' work.	Students in the bottom third, ELLs and SWD's	Every 3 and 6 weeks cycle	All teacher teams and administrators
Teacher observations	All Teachers	Every 4-7 weeks	Administration

Part 4 – Budget and Resource Alignment

<p>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.</p>										
<p>A combination of tax levy reimbursable funding will be allocated to pay for: Per diem substitutes as teachers attend professional development; essential materials and resources; key personnel will include: school-based administrators; coach, teacher teams and professional learning committee.</p>										
<p>Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

<p>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.</p>
<p>By February 2016, school leaders including teacher leaders will create and implement a professional development plan that builds teacher's capacity to use differentiated questioning and discussion techniques for English Language Learners (ELLs), resulting in at least a 2% increase in teachers improving one performance level reflected in Danielson component 3b Questioning and Discussion Techniques in Advance.</p>

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 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

- 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.
- 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.

Strengths

- Parental opportunities to engage with the school. (DTSDE 6.2; QR 3.1)
- Data is shared to identify family needs and target appropriate support strategies. (DTSDE 6.5; QR 3.4)

Priority Needs

- Strategic partnership that support families and student success. (DTSDE 6.4; QR 1.3)
- Training and support to staff for developing and sustaining relationship with parents. (DTSDE 6.4; QR 3.4)

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–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–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, the school will develop a more collaborative partnership with families and community organizations, as measured by a 2% increase in parents who agree or strongly agree on the School Culture section of the NYC School Survey

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>The PTA and SLT will explore ideas and work with the parent coordinator to increase family engagement in activities and attendance at PTA meetings.</p>	<p>Parents/ Guardians and teachers</p>	<p>September 2015 - June 2016</p>	<p>PTA and SLT members and administrators</p>
<p>Increase workshops on Arts and Crafts, Standards-based curriculum; Shifts in the disciplines; Schedule activities such as Literacy Night and Math Night.</p>	<p>Parents/ Guardians and teachers</p>	<p>September 2015 - June 2016</p>	<p>PTA and SLT members and administrators</p>
<p>Celebrate students at events such as Publishing parties; Awards ceremonies and highlight 100% attendance (both student and parent.)</p>	<p>Parents/ Guardians and teachers</p>	<p>September 2015 - June 2016</p>	<p>PTA and SLT members and administrators</p>
<p>Create yearlong calendar that highlights parent activities and workshops.</p>	<p>Parents/ Guardians and teachers</p>	<p>September 2015 - June 2016</p>	<p>PTA and SLT members and administrators</p>

Part 4 – Budget and Resource Alignment

<p>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.</p>										
<p>.A combination of tax levy and reimbursable funding will be allocated to pay for: Per diem substitutes as teachers attend professional development and during parent-teacher conferences; essential materials and resources (including parental funds); Key personnel will include: School-based administrators, parent coordinator, parent-teacher association members, teacher teams and coach</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st 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.

Monthly evaluation of planned activities, sign-in sheets at events and mini survey of parents' satisfaction and needs should show at least 5% increase in parent participation and parent involvement,

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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Students in the bottom third, Students reading below grade level based on MClass 3D-Reading	K-5 Journeys, Guided Reading, Close Reading and Shared Reading and Writing, Non-fiction texts	Small group, one on one tutoring, push in and pull out	Service is provided during the school day.
Mathematics	Students in the bottom third, students who did not make adequate progress based on the NYS Mathematics Test.	Envision Math, SETTS	Small group one on one tutoring, push in and pull out.	Service is provided during the school day.
Science	Teacher referrals, diagnostic, formative and summative content exams	FOSS	Small group one on one tutoring, push in and pull out.	Service is provided during the school day.
Social Studies	Teacher referrals, diagnostic, formative and summative content exams	Non-Fiction texts	Small group one on one tutoring, push in and pull out.	Service is provided during the school day.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Student behavior, parent request, teacher referrals, diagnostic, formative and summative content exams.	Provide counseling to support at-risk students	Small group one on one tutoring, push in and pull out.	Service is provided during 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.					
X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools		Non-Title I

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Teaching candidates are hired centrally by the NYCDOE. As described in the Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools in turn interview teachers to ensure that the teacher is a good match for the school community; that the teacher is Highly Qualified as defined by the NCLB.

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 differentiated to meet the needs of the teachers. The differentiation takes into consideration teachers' goals, students' needs and the Teacher Effectiveness Framework. In keeping with building capacity in the community, teachers attend outside PDs and turnkey to the staff.

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.).

Our Pre-k students are currently using a research –based Literacy Program – Kindervention and the “Owl” programming in mathematics. These programs are both aligned to the CCLS. At the beginning of the school year, the Pre-K teacher facilitates an orientation session for parents to sit with students who experience difficulty in transitioning to Pre-K. During the school year there are scheduled yearlong activities and celebrations to which parents are invited. There are also family projects in which parents participate.

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.

MCircle is an assessment used to assess Pre-K literacy skills and the ECERS-II is also used for Pre-K assessment.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY ’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	186,505.00	X	Section 5
Title II, Part A	Federal	73,232.00	X	Section 5
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,312,621.00	X	Section 5

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and

advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I 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. **[Jesse Owens School]**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[Jesse Owens School]** will support parents and families of Title I students by:

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through

school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school. In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC) Template

[Jesse Owens School] , in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards 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 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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.

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 16	Borough Brooklyn	School Number 026
School Name Jesse Owens		

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 Cynthia Celestine	Assistant Principal Nola Spence
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Iris torres	School Counselor
Teacher/Subject Area type here	Parent Marta Torres
Teacher/Subject Area type here	Parent Coordinator Daquan Vann
Related-Service Provider	Borough Field Support Center Staff Member type here
Superintendent	Other (Name and Title) type here

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

D. Student Demographics

Total number of students in school (excluding pre-K)	195	Total number of ELLs	13	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) 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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input checked="" type="checkbox"/>	No <input 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 #
Transitional Bilingual Education														0
Dual Language														0
Total	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					
All ELLs	13	Newcomers (ELLs receiving service 0-3 years)	11	ELL Students with Disabilities	2
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	2	Long-Term (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	
TBE										0
DL										0
ENL	11		2	2						0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* 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
TOTAL	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	2	3	1	1		2								0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic		1		1										0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		1				1								0
TOTAL	0													

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
Entering (Beginning)		2												0
Emerging (Low Intermediate)	1													0
Transitioning (High Intermediate)			1	1										0
Expanding (Advanced)	1	3		1		3								0
Commanding (Proficient)														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 AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1		1		0
4	2	1			0
5	1				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						0
4	2	1							0
5		1							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				1	2			1	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.
 Our school uses M-Class, DIBELS, units assessments in reading, MOSLS in ELA, teachers-creates assessments to assess the early literacy skills of ELLS. This data provide insights on what reading levels our ELLS are and the progress they have made. Data from these assessments is used to target and provide intervention such as, AIS services and small groups instruction on the specific skills/areas the students have not acquired or are struggling on. Most of our ELLS at this age in the transitional and expanding levels of English Language proficiency seem to be doing fairly well in these assessments as compared to their peers.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 During the Fall 2015 administration of the NYSITELL two students scored entitled in Kindergarten to receive services and one in second grade. The two kindergarten students scored transitional and expanding and the second grade expanding. Based on the Spring 2015 of the New York State Proficiency Test (NYSESLAT) data for students enrolled in the school in May 2015, four English Language Learners were tested in kindergarten, four students in grades 1-2, five English Language Learners in grades 3-4, and one English language Learner in grade 5. The data revealed that of the four newcomers tested in Kindergarten with the NYSESLAT two scored Entering on the NYSESLAT, one Emerging, and one Expanding. In grades 1-2 the first grader moved from the Intermediate level to Expanding and on second grade one student moved from Intermediate to Commanding, one from Advanced to Commanding, and one stayed on the Advanced/Expanding level. In grades 3-4 the Special Education third grader moved down from the Advanced level to Transitional and the regular education third grader scored Expanding and exit ESL based on the new exiting criteria by scoring level 3 on the ELA exam. Two four graders moved up from Intermediate to Expanding and one stayed on the Advanced/Expanding level.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 NYSESLAT 2015 Proficiency Levels
 Grades 1-2 - two entering, two expanding, two commanding
 Grades 3-4- one transitional and four expanding
 Grade 5- expanding

NYSESLAT data is used to determine the levels of language proficiency achieved by the students in each modality and to drive ESL and differentiated instruction in the ESL classroom and the regular classroom. NYSESLAT 2014 data is not giving us levels of proficiency by combined modalities but raw scores for each modality. This data will be analyzed to see the raw scores each student got on each modality and on which modality or modalities the student needs to get more instructional support. Students who need additional support in the areas of reading and writing will receive more English as a Second Language academic language instruction in these areas as they continue increasing their social language when they are pulled out/push in for English as a Second Language instruction.

Our school will use the AMAO tool to compile data about our ELLs to keep track of their progress and provide necessary interventions in specific areas or domains that the students might be struggling on.

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?
 - a. Two ELLs in third grade in the intermediate and advanced levels of language proficiency took the ELA and Math tests. They scored levels 1,2, and 3. Three students in grade 4 took the ELA and math scoring levels 1, 2, and 3, and science scoring levels 2 and 3. One ELL in grade 5 score level 1 on ELA and level 1 on the Spanish translated version. ELLs were provided with bilingual dictionaries, and glossaries. In previous years ELLs that took the math and science tests in Spanish did fairly well
 - b. c. Results of the assessments in ELA and Math and periodic assessments for ELLs are used to provide ELLs with differentiated instruction and interventions in the language domain or domains that they are struggling. Spanish speaking students fluent in reading and writing in their native language can take the Spanish version of the assessments in Spanish when available. All students are provided with bilingual dictionaries and glossaries that they can use to take the assessments and also in the classroom throughout the school day.
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*.] Different assessments and data is used to provide ELLs with Tier 1 research based instructional strategies and differentiated instruction within the RTI framework that will meet their needs and provide academic support. For students that might be struggling after Tier 1 instruction has been provided and adjusted or modified to meet their needs then Tier 2 and 3 interventions will be implemented.
6. How do you make sure that a student's new language development is considered in instructional decisions? Second language development is considered to provide students with text books and other resources when available in other languages in the classroom as well as the use of bilingual dictionaries, cognates, and glossaries. Targets of measurement are used to plan for new language instruction by targeting the language domains the students need to increase their performance on and to create the language and content objectives that will help the students to progressively exhibit the targets in each domain.
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?

Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

Paste response to question here:

Part IV: ELL Identification Process

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 parents come to register their children at our school they are given a Home Language Survey (HLIS) to complete indicating the language that is spoken at home. Translated versions of the Home Language Surveys in 9 different languages are available and provided to parents who need them. The ESL teacher fluent in Spanish conducts the informal oral interview with the Spanish speaking parents and the students. For other low incidence languages the interview is done using an interpreter from the Translation and

interpretation unit.

Spanish speaking students who are tested with the NYSITELL within 10 days of enrollment in the school and are entitled to receive services are also given the Spanish LAB to determine native language proficiency. Our Spanish bilingual ESL teacher revises all the Home Language Surveys completed by parents to make sure that all questions were answered, surveys were signed, and conducts the informal interviews with the parents. Since our ESL teacher is an itinerant teacher our Assistant Principal conducts the informal interview with the parents and students. The ESL teacher determines if a new entrant student into the school system is eligible to be tested to determine entitlement to receive Bilingual/ESL services by looking at the responses given by parents and following the criteria to determine eligibility. The ESL teacher administers the NYSITELL, Spanish LAB and LENS and follows the guidelines for parental notifications, orientations, and program placement.

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).

After conducting the oral interview questionnaire with the parent and the students our ESL teacher determines if the student might be SIFE based on the parent and student responses. The Literacy Evaluation for Newcomer SIFE (LENS) is administered to the student if available in the student's home language. Results of the LENS and student work are used within 30 days of enrollment to make a final determination on whether the student is SIFE or not.

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 Newly enrolled students with IEPs and eligible to be administered the NYSITELL based on the Home Language Survey the Language Proficiency Team will make the determination within 20 days on whether the student should be administered the NYSITELL or not. Our LPT members are the school Principal or Assistant Principal, the ESL teacher, School Psychologist, School Social Worker, and the speech therapist. The student's parent(s) will also be consulted before the final determination is made. Parents will be provided with translation services as needed.

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.

Entitlement letters, parent survey and program selection forms and a parent guide in the parents languages are sent home as soon as it is determined the entitlement of the students to receive services. The ESL teacher also contact parents by telephone to ensure that the letters were received and to confirm that the parents will attend the scheduled orientations. The ESL teacher makes every effort to accommodate parents that request a more convenient time to attend an orientation. During the orientation meetings after viewing the video and reviewing written information parents have the opportunity to ask questions before they complete the Program Selection Forms and decide which program they think will be the best one for their children. Copies of entitlement letters and original completed parent surveys and program selection forms are placed on the students permanent cumulative files attached to the Home language Surveys. Copies are also kept by the ESL teacher in each individual student file. The ESL teacher also maintains a program file and an ELLS compliance binder where copies of the letters and parent survey and program selection forms are placed.

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 will be informed orally of their right to appeal or request a Re-identification of ELL status of any student that enter our school and might need to go through the ELL Re-identification process.

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 students are identified to be tested with the NYSITELL test, they are tested within ten days of enrollment in the school. Entitlement letters, parent's brochures, and program selection forms along with an invitation to attend a Parent Orientation at the school are sent to parents of those students who score at or below the cut off scores for proficiency in the NYSITELL and are entitled to receive services for ELLS. During Parent orientation meetings for newly arrived English Language Learners parents are provided with oral and written information in their native languages about the programs for English Language Learners offered in New York City by the Department of Education, and the program available in the school and other schools within the district or nearby districts. If a parent chooses a TBE/DL program on the program selection form as his/her number one option the ESL teacher would follow the procedures for assistance as outlined in the ELL Policy and Reference Guide in finding a district and school within this district that offers the program.

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.

Our ESL teacher makes every effort to ensure that parents receive the information, attend the orientation meetings, and return and/or complete the Program Selection Forms within 10 days of the child's enrollment. Parents are informed in their native language that as soon as the parent survey and program selection forms are completed and/or received the students will be placed in the program of

their choice if available in the school and that they will receive a placement letter. Parental choices are monitored to provide parents with information of schools that have bilingual or dual language programs in nearby districts and notify them of the option to transfer the students. Originals placement letters are sent home to the parents and a copy is placed in the students cumulative files, the individual student's file, the ESL teacher file, and the ELLS Program compliance binder.

Continued entitlement letters are sent home to parents with the NYSESLAT parent report at the beginning of every school year. As per the Aspira Consent Decree if a parent is interested in placing his/her child in a bilingual program the school will provide the parent with information about schools in nearby districts that have bilingual programs and inform them that they have the option of transferring the student. A copy of continued entitlement letters sent home is placed in the ESL teacher file, in each student's file and another copy in the ELLS compliance binder.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
Our ESL teacher outreach to parents via telephone and written notices in the parents preferred language to ensure that Parent Survey and Program Selection Forms are completed and returned on time for the school to be in compliance. Also one to one informal meetings are offered to any parent that might need clarification or assistance on understanding the questions or more information about the programs for ELLS.
9. Describe how your school ensures that placement parent notification letters are distributed.
Parents notifications letters in the appropriate languages are sent home via our red parent communication folder currently in place in our school. Our ESL teacher also contact the parents to ensure that they receive the letters. Any parent that indicates that did not find the letters in the folder or were misplaced are invited to come to school and get the letter(s) in person.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
ELL documentation for each child are kept in the students cumulative files, individual students files for all entitled students in the ENL program, in the ESL teacher File, and in the ELLS compliance binder. Our ESL teacher is responsible for maintaining the record for each student.
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.
All students receiving ESL services take the NYSESLAT test in the Spring to determine the level of English proficiency, entitlement to continue receiving services, and exiting the program. Our ESL teacher generates the NYSESLAT Eligibility report on ATS (RLER) to ensure that all students that are receiving services and are eligible to take the NYSESLAT are administered the test. Students are grouped to be tested in grades bands K, 1-2, 3-4, 5-6. The components of the test are scheduled to be administered in three consecutive days listening, reading, and writing. The speaking component is administered individually to each student during the testing period time frame.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
At the beginning of each school year continued entitlement and transitional support parent notification letters in the parents preferred languages are sent home by our ESL teacher. Parents are invited to come to the school if they have any questions or if they need additional information about the continuation or transitional services for their children.
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).
After reviewing the Parent Surveys and Program selection Forms for the past three years the parents of about 12 newly arrived ELLS who attended our parents orientation meetings chose the English as a Second Language program available at the school as the program of their choice. The trends in parents choices are usually the ESL program as #1 choice, TBE as #2, and Dual Language as #3. Since we don't have a large ELL population in our school and within the district the ESL program continues to be the only program that can be offered in the school and other schools within the district. Parents of English Language Learners in the ESL program for more than one year also have the opportunity to ask questions or request information about the different programs during annual individual parent meetings hosted by the ESL teacher throughout the school year before they decide what continuation of services program they would like for their children for the current or next school year.

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.
 - 1a. Our ESL program consists of a pull-out model for all the grades and push in services for some expanding and commanding students that need transitional support. Students are grouped according to age, grade, and when the need arises by level of language proficiency.
For the school year 2015-2016 a total of English Language Learners received English as a Second Language instruction. The program model implemented is Heterogeneous (mixed proficiency levels).
 - b. TBE program. *If applicable.*
Paste response to questions here:
 - c. DL program. *If applicable.*
Paste response to questions here:
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)?

Students are scheduled to receive the mandated minutes of ESL instruction weekly as per CR Part 154, 360 minutes for students in the entering and emerging levels, 180 minutes for the students at the transitional and expanding levels, and 90 minutes for students at the commanding level. Students are grouped by different grades and levels to ensure that all students receive the mandated minutes of instruction.
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.
ESL instruction follows a multidisciplinary thematic approach where the literacy instruction in English is integrated into social studies, math and science. To make content comprehensible and enrich language development the ESL teacher make use of instructional strategies to develop cognitive academic skills and content concepts and vocabulary (e.g. presenting information graphically, classifying, comparing and contrasting). The ESL teacher will align instruction with the common Core Learning standards by designing activities that promote higher order thinking processes in listening, speaking, reading, and writing. A literacy rich classroom where language and learning experiences are embeded in comprehensible input. Planning of lessons using the Enduring Process Model where language and content objectives are integrated to facilitate the acquisition of the academic skills ELLS need to meet the Common Core Learning Standards. Use of research based Scaffolding Strategies to help ELLS acquire higher levels of text complexity skills in language and content learning such as, Modeling, Bridging, Contextualization, Schema Building, and metacognition. ESL instruction follows a multidisciplinary thematic approach where the literacy instruction in English is integrated into social studies, math and science. To make content comprehensible and enrich language development the ESL teacher make use of instructional strategies to develop cognitive academic skills and content concepts and vocabulary (e.g. presenting information graphically, classifying, comparing and contrasting).
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
Spanish speaking students who are administered the NYSITELL are also administered the Spanish LAB if they are entitled to receive services for ELLS to measure their literacy level in the native language. Students who are literate in their native languages are evaluated in the native language by providing them with available translation versions of tests. When translation versions are not available oral translation is provided by a staff member that might be fluent in the language or the translation and interpretation unit is contacted for assistance in finding or hiring a translator.
English Language Learners who are literate in their native languages also receive native language support by providing them with bilingual dictionaries, and available glossaries in content areas.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Periodic Assessments for ELLS, authentic assessment forms, checklists, and charts, observation checklists, and performance assessments are used to evaluate the progress the students are making on each modality as they move from one stage of language acquisition to the next.
6. How do you differentiate instruction for each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status

a. There are no students with interrupted Formal Education (SIFE) enrolled at the present time in our school. However, our plan for SIFE students is to provide them with literacy and content areas instruction to help them acquired the skills they need to be on grade level. Instruction will be differentiated in small groups providing also instruction in the Spanish native language by our bilingual Spanish ESL teacher.

b. Our plan for newcomers is to provide them with ESL instruction geared to develop their Basic Interpersonal Communication skills (BICS) and Cognitive Academic Language Skills (CALP), differentiated small group instruction in the regular classroom using scaffolding strategies for ELLS, the use of language software, AIS services, and other school programs. ESL instruction will also be differentiated within the groups with activities to increase English proficiency and develop the academic skills they need to do well in the regular classroom.

c., e. Our plan for ELLS receiving service for 4 to 6 years and long term ELLS is to provide them with intensive vocabulary instruction and interventions that will help them to continue developing and sharpening the skills in reading and writing which are the NYSESLAT components where they continue scoring advanced in the test and prevent them from scoring proficient.

e. Former ELLS continue receiving transitional support services in the areas of reading and writing for two more years to support them and get them ready to take the state assessments.

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.

We do not have any student at the present time enrolled in our school that had to go through the re-identification process. The guidelines in the ELL Policy and Reference Guide will be followed for re-identification. Student work, progress and performance in the classroom will be reviewed during the time period after re-identification to determine if the re-identification needs to be reversed.

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?

Teachers of ELL-SWDS use the same instructional strategies and grade level materials that are used with regular ELLS but are adapted to their needs using scaffolding strategies for ELLS and modified to the short and long term goals in their IEPs.

ELL-SWDS have equal access than non disabled peers to the school's academic interventions, after school programs, Saturday programs, and extra curricular activities such as violin, chess in the school, Exposure program after school, Robotics, enrichment clubs with extra curricular activities, African dance, Activity Works, swimming, and sports.

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?

ELL-SWDS have equal access than non disabled peers to the school's academic interventions, after school programs, Saturday programs, and extra curricular activities such as violin, chess in the school, enrichment programs, and sports.

Chart

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*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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(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. 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.

Chart

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	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.

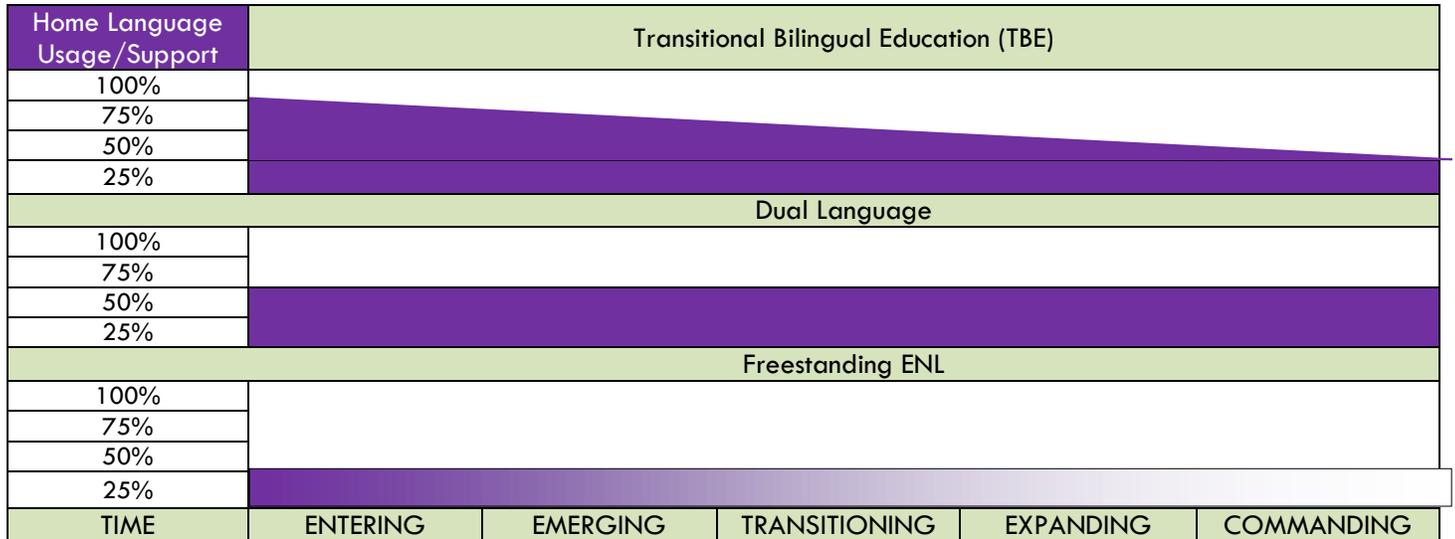


*Note “other approved services” does not apply to New York City at this time.

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.
- ELLs who score levels 1 and 2 in the ELA, Math, and content areas tests received small group differentiated instruction in the classroom, and are invited to participate in the after school programs and Saturday programs. The interventions are offered in English. ELLs that are proficient in their native language can use bilingual dictionaries, glossaries, cognates and instructional materials that might be available in other languages.
- ELLs who scored commanding on the NYSESLAT continue receiving transitional ESL instruction and intervention services for two years or as long as they need it especially on the testing grades. They also receive small group instruction in the classroom, after school programs and Saturday programs. They continue receiving the testing accommodations for ELLs for two years.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our ESL program has been effective in meeting the needs of our ELLs socially and academic as evident in the progress they show in the regular classroom, their progress along the stages of language acquisition and levels of language proficiency. Baseline assessments data and unit tests is used for ELA and Math to keep track of the students progress and provide intervention in areas of need. For content areas teachers assessments, unit tests, and projects are used to monitor progress.
12. What new programs or improvements will be considered for the upcoming school year?
- After reviewing our NYSESLAT, ELA, math, and content areas data no new programs will be considered for the upcoming school year since our ELLs have been making steady progress with the program and interventions we have in place. ESL instruction will be aligned with the text complexity and higher order thinking demands of the Common Core Learning standards.
13. What programs/services for ELLs will be discontinued and why?
- No programs/services for ELLs will be discontinued.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs have the opportunity as all students in the school to participate in all curricular and extra curricular programs/activities such as, after school programs, Saturday programs, violin, chess in the schools, African Dance, sports, swimming.
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.
- English language English Language Learners receive explicit ESL instruction in listening, speaking, reading, and writing using scaffolding strategies for ELLs and the Building Language Proficiency Program. This program is aligned to the common Core Standards designed in integrated content areas thematic units to help students acquired strategies and skills to manage complex texts and promote the acquisition of academic vocabulary . The ESL teacher also uses the following supplementary instructional materials to provide additional support:
- Phonics and Friends
 - Vocabulary in Context Books
 - Bilingual books
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
- Students who enter the ESL program proficient in their native languages continue receiving native language support such as, bilingual dictionaries, glossaries, buddy-system, and translated versions of reading/math tests if available in other languages as they become proficient in English through literature in the native language.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
- All required services support and resources correspond to ELLs ages and grade levels because our instructional materials and intervention resources are age appropriate and correspond to grade levels in the school. Age and grade levels are also taken into consideration when grouping the students for instruction and small group interventions.
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).
- For new ELLs that enroll throughout the school year the school counselor has a buddy system which help the students to adjust to the school and have assistance in the classroom.
19. What language electives are offered to ELLs?
- Not applicable
20. For schools with dual language programs:
- 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.
 - In which language(s) is each core content area taught?
 - 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)?

Paste response to question here:

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 professional plan for all ELL personnel at the school and common branch teachers consists of Co-teaching Models and the ICT Class, ELA and Math Scores, Journeys and Envision instructional programs, Guided reading, Shared reading, D.E.A.R Time, Using Data to drive instruction, Citywide Instructional Focus, Norming/Scoring N.Y.C. Performance Assessment, Looking Closely at Systems and Structures, RTI, Activity Works. Professional development will take place every Monday throughout the school year. In addition some staff members will attend workshops outside the school and turnkey during our Mondays professional development sessions.
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?
The ESL teacher will attend professional development offered by the Borough Support Center and the Office of English Language Learners. The ESL teacher participates in school based professional development sessions.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
The guidance counselor provide the staff, students and parents with the middle schools directory and assistance with any questions or additional information that might be requested about schools and schools choices. They also coordinate open houses and middle orientations for staff, students and parents in the school and keeps the students and parents informed about middle schools open houses and fairs.
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.
The 15% hours for all teachers is addressed during professional development meetings and sessions. The ESL teacher also provides teachers with professional development information on teaching practices, activities, instructional techniques, and authentic assessments for ELLs. The school principal keeps records of agendas, attendance, etc. of all professional development activities conducted in the school. The ENL teacher will attend professional development outside the school to fulfill part of the requirement of 50%. The teacher will keep agendas of all professional development received.

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?

Parents are invited to attend monthly P.T.A meetings at the school and participate in family Math/Literacy night, assemblies, open houses, and holidays celebrations. The school also hosts many informative workshops throughout the school year such as fire safety, Asthma, CPR, State exams, financial, obtaining the GED, Community Based organizations services available to families. The school has also implemented literacy, math, and assessment workshops not to only inform the parents about the progress their children are making but also to provide them with resources and strategies that they can use to help their children at home. Forms, fliers and handouts are translated in different languages if necessary. The school also utilizes staff members fluent in other languages for oral translations and/or the DOE Translation and Interpretation unit.

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.

The ESL teacher keeps a file of agendas, attendance, copies of letters, logs of in person meetings and phone calls

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parents of ELLs are invited to participate in all events taking place, parent teacher conferences, workshops, meetings, etc. The parent coordinator sends home notices in English, Spanish, and any other low incidence language if needed.

Staff members are available to translate for spanish speaking parents. For other low incidence languages the Department of Education translation and interpretation Unit is contacted if translation services are needed or requested by parents.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? The school partners with the following Community Based Organizations to provide services to parents:

YMCA , Chess in schools

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

The needs of the parents are evaluated by using survey monkey (online), open school day/night parent surveys (available in different languages), school environment survey. Parents can also contact the principal, assistant principal, parent coordinator, and guidance counselor via email through the school website. Translation services are provided by staff members or the Department of Education Interpretation Unit.

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

The parent coordinator role is to make sure that parents feel welcome in the school and get involve in their children education, be a liason between the school and parents and parents and teachers. Keep the parents informed about resources, activities, upcoming events, etc.

Help parents navigate the department of education system.

Provide workshops according to parents needs.

Classroom visitations, open houses, and invitations to awards ceremonies.

Family literacy/math night

School trips

Parent/teacher meetings throughout the school year if requested by parents

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.

Paste response here:

Part VI: LAP Assurances

School Name: Jesse

School DBN: 16K026

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)
Cynthia Celestine	Principal		1/1/01
Nola Spence	Assistant Principal		1/1/01
Daquan Vann	Parent Coordinator		1/1/01
Iris Torres	ENL/Bilingual Teacher		1/1/01
Mata Torres	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Melanie Mills	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	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: **16K026** School Name: **JESSE OWENS**
Superintendent: **EVELYN SANTIAGO**

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.learn DOE.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

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.

P.S 26 determines the primary language spoken by each parent through informal interviews/conversations and by looking at the information he/she provided in the "ethnicity form" during his/her child's registration. The primary source of this information however, is the Home Language Identification Survey (HLIS) which is reviewed by the ELL Coordinator of the school in collaboration with the school pupil accounting secretary. If the language spoken by the parent is Spanish our bilingual ELL coordinator and/or our bilingual PTA president will translate for Spanish speaking parents. For parents that speak French or Haitian creole our bilingual Speech Therapist will translate for these parents. For other low incident languages such as Arabic, Bengali, etc. the school secretary, assistant principal, ELL coordinator, parent coordinator or Language Access coordinator will contact the Translation and Interpretation unit to request an over the phone translator for these parents. The school's pupil accounting secretary records and maintains this information in each student's cumulative folder (copies of the HLIS and the ATS generated notice of admission –QADM) and also the school's file of emergency cards for each class. Also at the beginning of each school year the ELL Coordinator and the Language Access Coordinator compiles a list of students whose parents need oral and/or written translation in a language other than English. The list is readily available in the main office for easy access.

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.

Parents' preferred languages for both written and oral communication are English and Spanish.

Part B: Creating a Communications Calendar

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.)

School calendar, Curriculum Night, Parent-Teacher conferences, PTA meetings, Breakfast with the Principal, Saturday Programs.

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.

Curriculum Night - September
Parent-Teacher conferences - November, March
Promotion in Doubt Meetings - January, February
Guidance Counselor reaching out to parents regarding the Middle School Application

Part C: Providing Language Assistance Services

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.

P.S 26 uses translated documents available on the Department Of Education Intranet. Translated language versions of these documents are then printed and given or sent home to parents together with the English version, so they can be informed of their choices/options. Documents that are not available in Spanish are translated by the bilingual ELL Coordinator. As the need arises, other written translation services are referred to the Translation and Interpretation Unit and or a DOE's contracted vendor directly. Monthly schedule of activities involving parent participation is sent to parents with translations in Spanish. The parent coordinator does this regularly, especially with activities engaging the parents with the principal in school matters that are important to the whole school community. The school also provides available translated documents for parents and forms especially during important occasions like

parent-teacher conferences and other school 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.

Our Spanish bilingual ELL Teacher/Coordinator and PTA President will provide oral translation for these parents. For other low incidence languages the Translation and Interpretation unit will be contacted to request over the phone interpretation.

Part D: Training Staff on Policies and Procedures

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.)

At the beginning of every school year all staff members are informed of the availability of over-the-phone Translation and Interpretation services from the Translation and Interpretation Unit and how these services can be accessed. They are also informed that they can request the assistance of the Language Access Coordinator, School Secretary, Assistant Principal, Parent Coordinator to facilitate contacting the Translation and Interpretation Unit.

Part E: Providing Notice of Language Assistance Services

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

Welcome Poster is placed on a prominent location where it will be visible to all visitors that come inside the school building. Parents will be provided the Parents' Bill of Rights and the Parents' Guide to Language Access. For any parent that indicates the need of translation services on the Language ID Guide the Translation and Interpretation Unit will be contacted starting with the security officer at the security desk, personnel in the main office, the Parent Coordinator, the Language Access Coordinator

Part F: Monitoring and Quality Control

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

The school will review the responses provided by the parents on the parent surveys to determine if any adjustments or changes need to be made to our procedures to provide Translation and Interpretation Services to parents.