

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

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

**13K093**

**School Name:**

**P.S. 093 WILLIAM H. PRESCOTT**

**Principal:**

**SANDRA PHILIP**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: William H. Prescott School Number (DBN): 13K093  
PreK-5<sup>th</sup>  
Grades Served: \_\_\_\_\_  
School Address: 31 New York Ave.  
718-604-7363 718-771-1369  
Phone Number: \_\_\_\_\_ Fax: \_\_\_\_\_  
School Contact Person: Sandra Philip Email Address: sphilip@schools.nyc.gov  
Principal: Sandra Philip  
Sheriann Brown-Auguste  
UFT Chapter Leader: \_\_\_\_\_  
Linda Cummings  
Parents' Association President: \_\_\_\_\_  
Linda Cummings  
SLT Chairperson: \_\_\_\_\_  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Elsa McDowell  
NA  
Student Representative(s): \_\_\_\_\_  
\_\_\_\_\_

**District Information**

District: 13 Superintendent: Barbara Freeman  
355 Park Place Brooklyn, NY 11238  
Superintendent's Office Address: \_\_\_\_\_  
Bfreeman6@schools.nyc.gov  
Superintendent's Email Address: \_\_\_\_\_  
718-636-3284 718-636-3266  
Phone Number: \_\_\_\_\_ Fax: \_\_\_\_\_

**Borough Field Support Center (BFSC)**

BFSC: Brooklyn North Director: Bernadette Fitzgerald  
131 Livingston St.  
Director's Office Address: \_\_\_\_\_  
bfitzge2@schools.nyc.gov  
Director's Email Address: \_\_\_\_\_

Phone Number: 718-935-3954

Fax: 718-935-4314

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

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Sandra Philip	*Principal or Designee	
Sheriann Browne-Auguste	*UFT Chapter Leader or Designee	
Linda Cummings	*PA/PTA President or Designated Co-President	
Bonita Anderson	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
NA	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
NA	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Gloria Tillman	Member/ UFT	
Tanisha Dorvil	Member/ UFT	
Elsa McDowell	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Simone Perry	Member/Parent	
Sassette Christian	Member/Parent	
Edna Brown	Member/ Parent	
	Member/	

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

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

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

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

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

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



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

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

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

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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

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

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

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

## The Quality Review and the Framework for Great Schools

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

### NYCDOE's Quality Review (QR)

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

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

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

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

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

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

## Section 4: CEP Overview

Develop a narrative summary that includes:

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

P.S.93, the William H. Prescott School is located in the Bedford Stuyvesant area of Brooklyn. We work to build community among students, staff, parents, and the community at large. We believe that every student will leave this institution well-grounded academically and socially prepared to meet the challenges of college and a future career.

We service students beginning in Pre-Kindergarten where the focus is to develop the social and emotional growth of students while providing experiences that address the whole child socially and cognitively. The curricula for all grades revolve around ELA, Mathematics, Social Studies and Science. We implement common core aligned curricula from Engage New York: Core Knowledge (Pre-k – 2<sup>nd</sup>) and Expeditionary Learning (3<sup>rd</sup> - 5<sup>th</sup>) for English Language Arts and Common Core Inc. (Pre-k – 5<sup>th</sup>) a mathematics program which is supplemented by Envisions. Students in kindergarten through fifth grade are taught in 60 or 90-minute blocks of time through the workshop model approach. The Children are Reason Enough Team (CARE) collaborates with classroom teachers to support student needs outside of the academic areas. We are served by a full time guidance counselor and other support staff to ensure that the needs of the whole child are addressed and met.

We are a community committed to supporting children through the learning process by scaffolding and differentiating instruction. Our staff members have been engaged in professional development centered on the Danielson Framework for Effective Teaching and the Common Core Learning Standards. Teachers are currently working to engage students in learning through linking questioning and discussion techniques and assessment criteria into their daily instructional practices while utilizing differentiation, small group and explicit instruction. Additionally, we continue to utilize the aforementioned practices to engage our students in writing across content areas as our instructional focus to deepen students' thinking to build prior knowledge and extend their writing and broaden their capacity to learn. We approach every aspect of teaching and learning through teamwork, as we believe that together we will achieve the extraordinary. We are a staff that is highly committed to our school and we work hard to provide a varied and challenging curriculum.

Technology is an integral part of educating our students. All classrooms have computers with internet access and smartboards. The library media center services scheduled classes and provides periods of open access for individuals and small groups. Our library is fully equipped with computers and printers. Students have multiple opportunities to use technology to support their learning. Further, students have the opportunity to build and create models to support their learning across curricula within our shop class.

Public School 93 is a culturally diverse community of students and teachers. We show further distinction by offering programs that support and enrich the academic, cultural and social development of our diverse student body by partnering with the following organizations: Learning through an Expanded Arts Program (LEAP), the Brooklyn Botanical Gardens, New York University's Tutoring Program, Noel Pointer Violin Program, Music and the Brain and Brooklyn Youth Chorus.

Additionally, our students participate in a monthly oral presentation to reflect our character education theme for the month. Students have been engaged in The Adelaide Sanford's Oratory Contest for the past 10 years. We were fortunate to receive a grant from Disney Musicals in Schools and our school produced The Jungle Book Kids. This afforded students the opportunity to be engaged with the performing arts to help foster effective communication skills, promote collegiality amongst students and encourage tolerance for experiences much different than their own.

We continue our partnership with Noel Pointer wherein violin instruction is provided for students in grades 3-5. We have a long standing relationship with Restoration Plaza wherein they assist us with costumes, lighting and

choreography. Through Restoration our students participate in an after school African dance program with final performances in the community and at BAM. Through our partnership with Brooklyn Chorus, our students were able to present their debut performance as an introduction to The Jungle Book Kids. Ballet Tech continues to offer our students individualized lessons at their studio.

We continue our healthy choice initiative via Cookshop whereby proper food and nutrition is the focus. CookShop classroom uses hands-on exploration, cooking and physical activities to foster children's enjoyment and consumption of healthy food and their appreciation for good nutrition and living an active lifestyle. With respect to families, the goal is the same and they are engaged in making healthy choices. We are in full implementation of Cookshop for students and parents of kindergarten through 5<sup>th</sup> grade. Additionally, in order to support our physical fitness program, we have added New York Junior Tennis and Learning Program.

We were excited to receive the opportunity for our students to be involved in STEM through LEAP. Students learned how to identify a target audience, create a budget for product development, set a price point for their product or service and develop a marketing plan—all geared towards instilling the entrepreneurial spirit in students. They also had the opportunity to present their inventions to a wide forum among their peers.

The preliminary results of the 2014-2015 New York State ELA reflect 91 students have met promotional criteria. This is a reflection of our intense shift in classroom libraries and instructional program to reflect 60% informational text and 40% fiction. Likewise, our students were significantly engaged in the writing process throughout the year to complete three writing assignments that ask them to read and analyze informational texts and write opinions and arguments. With respect to mathematics, preliminary results also reflect 91 students have met promotional criteria. We will continue to engage our students in more problem solving tasks that will be tracked via exemplars. Students in grades kindergarten through 5<sup>th</sup> will complete three common core aligned math exemplars that ask them to problem solve and make real world connections.

Further, teachers collaborate in grade-level teams to make the adjustments to the curricula and ensure alignment with the NYC Scope and Sequence. We continue our work on refining academic tasks to consistently provide appropriate scaffolds for all students to gain access to the CCLS. Depth of Knowledge (DOK) is utilized to engage students in deeper questioning and discussion techniques that will promote higher order thinking skills. Moreover, we are working towards ensuring that our students are aware of the assessment criteria, are able to self-assess and be engaged in robust conversations about their tasks.

### 13K093 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	303	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		88.5%	% Attendance Rate	89.1%
% Free Lunch		90.2%	% Reduced Lunch	5.6%
% Limited English Proficient		6.8%	% Students with Disabilities	17.2%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		0.3%	% Black or African American	78.4%
% Hispanic or Latino		3.6%	% Asian or Native Hawaiian/Pacific Islander	15.7%
% White		2.1%	% Multi-Racial	N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		5.49	# 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)		0.1%	Average Teacher Absences (2013-14)	6.61
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		27.5%	Mathematics Performance at levels 3 & 4	22.0%
Science Performance at levels 3 & 4 (4th Grade)		75.0%	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		NO		
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.

After conducting a three year trend analysis of student performance data, it is determined that although student performance decreased by 29.3% between the 2011-2012 and 2012-2013 school years, we improved by 9% during the 2013-2014 school year. The above data reflects students meeting and exceeding proficiency in English Language Arts as measured by grades 3-5 on the New York State assessment in ELA.

The strength of the school-data cited from Quality Review

- Curricula is rigorous and coherently aligned to the CCLS
- Teachers make purposeful decisions to build coherence and promote college and career readiness for all students
- Teachers’ lesson and unit plans were aligned & adjustments made

The needs of the school-data cited from Quality Review

- In most classrooms there were no opportunities for students to engage in active discussions during the practice portion of lessons or for teachers to check for understanding illustrating inconsistent alignment to the school’s belief system and teachers instructional practices as informed by the Danielson framework resulting in a less effective delivery of instruction as demanded by units of study based on a more rigorous curricula. As a result, student work products do not always demonstrate higher-order thinking.

Assessment data are not used consistently across classrooms, thus limiting the effectiveness of teacher feedback to students in order to advance their progress towards predetermined learning goals.

### 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.

Students in grades Pre-k through 5<sup>th</sup> will complete three writing assignments that ask them to read and analyze informational texts, write opinions and arguments and complete three common core aligned math exemplars that ask them to problem solve and make real world connection resulting in a 50% decrease in levels 1 and 2 on the NYS ELA & Math Exams by June 2016. 50% of our level 1 students will have moved to level 2 as measured by our mid-year benchmark assessment.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Conduct two study groups around designing coherent instruction and engaging students in discussion techniques to address the needs of all subgroups.</p>	<p>Lead teachers Gr. K, 3-5</p>	<p>October 2015-June 2016</p>	<p>Teacher development &amp; Evaluation Coach</p>
<p>Assist with data specificity to strengthen assessments along with synthesis and analysis of data to determine next steps.</p>	<p>All teachers</p>	<p>December 2015-June 2016</p>	<p>Administrators</p>
<p>As a result of Tuesday’s parent engagement activities, parents are provided ongoing resources to assist their child and promote further understanding of rigorous instruction.</p>	<p>All parents</p>	<p>September 2015-June 2016</p>	<p>All teachers</p>
<p>All stakeholders are engaged by administrators to work collaboratively through SLT, PA, teacher and CARE/SIT Teams.</p>	<p>Parents, students, teachers, guidance counselor, social worker, psychologist, paraprofessionals,</p>	<p>September 2015-June 2016</p>	<p>Administrators</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Adjustments will be made to the prep schedule to facilitate the talent coach’s schedule. The allocated Monday professional development time will be utilized to address the specified needs. If needed, teachers will be engaged in additional professional development session on Tuesdays. Our daily schedule accommodates teacher &amp; CARE Team meetings. SLT and PA meet on a monthly basis.</p>
<p><b>Part 4b.</b> 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	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

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

By March 26, 2016 student writing assignments and math problem solving tasks will be analyzed to indicate progress toward meeting this goal.

**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.

#### The strength of the school-data cited from Quality Review & School Quality Snapshot

- Principal utilizes newsletters, memorandums and feedback from informal and formal observations to continually communicate high expectations to students, staff, and families.
- 4Rs- Reading, Writing, Respect and Resolution Program is a literature based program that is designed to foster a supportive environment that builds strong emotional intelligence. This curriculum is consistently utilized across all grades K-5<sup>th</sup>.
- 92% of parents are satisfied with the education that their child has received; 87% of parents feel that the school offers a wide enough variety of courses, extracurricular activities and services.
- School leaders provide in-house professional development to elevate instructional practices school-wide and staff is provided with opportunities to attend off-site professional learning sessions
- School leaders participate in team meetings and frequent classroom visits in order to ascertain the impact of professional learning opportunities on student work and teachers’ pedagogical practices providing additional supports when necessary.

#### The needs of the school

- 100% of teachers will utilize our 4Rs program more consistently to deepen the work around building appropriate social behaviors conducive to college and career expectations.
- Peer mediation program to facilitate student to student self-management.

Professional development for teachers to empower students and support their emotional intelligence.

### **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.

All Teachers will engage in professional development that support the need for continued use of our 4Rs program that will result in a 50% reduction of our suspension rate by June 2016.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Provide professional development to teachers to empower students and support their emotional intelligence.</p>	<p>All teachers</p>	<p>September 2015-June 2016</p>	<p>Teachers/Administrators/BFSC Staff</p>
<p>Establish peer mediation program to facilitate student-to-student self-management.</p>	<p>All students</p>	<p>September 2015-June 2016</p>	<p>Ms. Mitchell</p>
<p>As a result of Tuesday’s parent engagement activities, parents are provided ongoing resources to assist their child and promote further understanding of our 4Rs and peer mediation program.</p>	<p>All parents</p>	<p>September 2015-June 2016</p>	<p>All Teachers</p>
<p>All stakeholders are engaged by administrators to work collaboratively through SLT, PA, teacher and CARE/SIT Teams.</p>	<p>Parents, students, teachers, guidance counselor, social worker, psychologist, paraprofessionals,</p>	<p>September 2015-June 2016</p>	<p>Administrators</p>

**Part 4 – Budget and Resource Alignment**

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

We will utilize our SIT and de-escalation team members to facilitate student groups in order to create a peer mediation team.

**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 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

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

- Baseline December 2015 suspension rate.

March 2016 administrators will check suspension rate to determine progress of 10% decrease.

**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.

The strength of the school-data cited from Quality Review

- All teachers are engaged in inquiry work.
- Grade teams meet weekly to discuss coherence regarding curricula, data and assessments.
- School leaders participate in the school’s inquiry work in order to determine how well teachers are using assessments to make modifications to lesson planning and their instructional practices.
- School leaders, through class visits and observations monitor instruction to see the alignment of team meeting discussions and classroom instruction.

The needs of the school

- 75% of teacher need to quantify data to support the students under study.
- Professional development in Advance, data analysis and assessments

### 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.

All teachers will engage in professional development activities designed to improve professional practice resulting in a 50% decrease in the number of teachers on TIPs in order to meet the demands of CCLS and Advance by June 2016.

### Part 3 – Action Plan

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
Provide professional development to assist teachers with the ability to articulate with specificity the data of students under study.	All teachers	September 2015-June 2016	Teachers/Administrators/BFSC
Provide professional development in Advance & inquiry study to improve teacher practice.	All Teachers	September 2015-June 2016	Administrators
As a result of Tuesday’s parent engagement activities, parents are provided ongoing information and resources to assist their child to improve student performance.	All Parents	September 2015-June 2016	Teachers
All stakeholders are engaged by administrators to work collaboratively through SLT, PA, teacher and CARE/SIT Teams	Parents, students, teachers, guidance counselor, social worker, psychologist, paraprofessionals	September 2015-June 2016	Administrators

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
We will utilize the BFSC staff to provide additional professional development to support pedagogical growth as it reflects their needs with respect to advance.										
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant

	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other
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**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.

March 2016 administrators will analyze observation data to determine an overall increase of 10% teacher effectiveness in components 2 and 3.

**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 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.

#### The strength of the school-data cited from Quality Review

- Utilization of questions from Webb’s DOK levels 3 & 4
- School leaders provide feedback on pedagogical practices through the use of frequent classroom observations.
- Professional development has been provided in order to improve the use of questioning.
- School leaders follow up on previous feedback in future class visits including a review of student work samples thus ensuring teachers are reflective and growing more effective in their practice.
- The principal arranges the school’s resources in order to support its core values and instructional focus on increasing student proficiency in English language arts and mathematics.

#### The needs of the school

- 25% of teachers require professional development to align tasks to learning outcomes.

Engaging students in conversations about their tasks

### **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.

All teachers will engage in professional development activities designed to improve professional practice resulting in a 30% decrease in levels 1 & 2 on the NYS Science Exam.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Provide professional development to align tasks to learning outcomes.</p>	<p>All Teachers</p>	<p>September 2015-June 2016</p>	<p>Teacher Development Coach/Administrators/Teachers</p>
<p>Provide professional development to support teachers to facilitate the engagement of students’ conversations.</p>	<p>All teachers</p>	<p>September 2015-June 2016</p>	<p>Teacher Development Coach/Administrators/Teachers</p>
<p>As a result of Tuesday’s parent engagement activities, parents are provided ongoing information and resources to assist their child to improve student performance.</p>	<p>parents</p>	<p>September 2015-June 2016</p>	<p>All Teachers</p>
<p>All stakeholders are engaged by administrators to work collaboratively through SLT, PA, teacher and CARE/SIT Teams</p>	<p>Parents, students, teachers, guidance counselor, social worker, psychologist, paraprofessionals</p>	<p>September 2015-June 2016</p>	<p>Administrators</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Adjustment to the prep schedule to accommodate the teacher development coach.</p>
<p><b>Part 4b.</b> 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 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>MOTP ratings for TIP teachers will increase by 10% overall.</p>
<p><b>Part 5b.</b> In <b>February 2016</b>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

## 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.

#### The strength of the school-data cited from Quality Review

- School utilizes newsletters and monthly calendars to keep parents informed regarding the academic program
- Parents are afforded weekly sessions (workshops/face-to-face meetings)
- Parents as Learning Partners-Monthly
- Cookshop for families
- Monthly PA meetings

#### The needs of the school

- Increase parent involvement by 10%

### 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.

Continuing into the 2015-2016 school year, the school will strive to increase and sustain ongoing excellent partnership programs by 10% to strengthen families by June 2016.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Provide assemblies/programs that highlight student academic &amp; social achievement.</p>	<p>Parents and students</p>	<p>January 2016-June 2016</p>	<p>Teachers/Administrators</p>
<p>As a result of Tuesday’s parent engagement activities, parents are provided ongoing information and resources to assist their child to improve student performance</p>	<p>All Parents</p>		
<ul style="list-style-type: none"> <li>• Provide parent and child game night.</li> <li>• Conduct health and wellness workshops with the goal of increasing student and family attention to nutrition and exercise.</li> <li>• Utilize parent coordinator &amp; community associate to solicit merchants to partner with school.</li> <li>• Encourage local businesses /partnerships to participate in workshops.</li> <li>• Utilize reminder flyers to support increased attendance.</li> </ul>	<p>Parents, children</p>		
<p>All stakeholders are engaged by administrators to work collaboratively through SLT, PA, teacher and CARE/SIT Teams.</p>	<p>Parents, students, teachers, guidance counselor, social worker, psychologist, paraprofessionals</p>		

**Part 4 – Budget and Resource Alignment**

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

We will utilize our parent coordinator, guidance counselor, school aides and social worker to engage families with respect to advertisement during school-wide events.

**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 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

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

March 2016 administrators will analyze student register, parent attendance sheets, to determine the effects of new partnerships as it pertains to 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Proficiency Ratings that did not meet state standards passing.  Performance score on MOSL that failed to meet benchmarks. Poor academic performance and recommendations of teachers based on observed behaviors	Differentiated Instruction. Guided reading, small group and conferences.	Small group instruction utilizing high interest materials which parallel the regular academic instructional program.	During the school day and supplemental after school sessions.
<b>Mathematics</b>	Proficiency Ratings that did not meet state standards for passing Mathematics  poor academic performance and recommendations of teachers based on observed behaviors	Differentiated Instruction. Guided math group, small group and conferences.	Small group instruction utilizing high interest materials which parallel the regular academic instructional program.	During the school day and supplemental after school sessions.
<b>Science</b>	Proficiency Ratings that did not meet state standards for passing ELA and Mathematics poor academic performance and recommendations of teachers based on observed behaviors	Differentiated Instruction. Guided reading, small group and conferences.	Small group instruction utilizing high interest materials which parallel the regular academic instructional program.	During the school day and supplemental after school sessions.
<b>Social Studies</b>	Proficiency Ratings that did not meet state standards for	Differentiated Instruction. Guided	Small group instruction utilizing high interest	During the school day and

	<p>passing in ELA. poor academic performance and recommendations of teachers based on observed behaviors</p>	<p>reading, small group and conferences.</p>	<p>materials which parallel the regular academic instructional program.</p>	<p>supplemental after school sessions.</p>
<p><b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Students with excessive absences, difficulty conforming to group norms, poor academic performance and recommendations of teachers based on patterns of observed behaviors</p>	<p>Guidance Counselor – ERRSA program is an eight week duration for 30 minutes in a group or instructional setting sessions. It is used to address students social/emotional needs. The services are peer mediation</p> <p>School Psychologist – At risk counseling with students before recommendation and referral involving observations of students who will possibly need at risk counseling. Update testing to see if student’s academics have improved</p> <p>Social worker –</p> <p>Child signs a contract with the changes he/she wants to make, and social worker follows up with the teacher and child once a week. Institute a monitored conduct sheet for teacher to sign.</p>	<p>Individualized counseling and group counseling as is needed</p>	<p>During the school day</p>

## Section 7: Title I Program Information

### Directions:

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

### Part 1: Title I Status

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

### Part 2: All Title I Schools

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

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>Retention and Support</p> <p>In our efforts to retain highly qualified teachers and ensure they have the support and strategies to grow professionally, we are highly invested in professional development. We offer professional development to teachers on current topics provided by other teachers, administrators, as well as support staff from our BFSC</p> <p>Mentoring is implemented as per teacher requirements. We believe in an individual professional development plan specifically designed to focus on each teacher's needs. Teachers are active participants in the process and collaborate with administrators to review their goals and monitor progress and development. Each teacher will develop an individual Improvement Plan in accordance with their continual self-assessment mainly to move towards a highly-effective practice. The Danielson's Framework for Teacher Effectiveness (2007) will be used as a professional course of study.</p> <p>All professional development is researched and evidence based. Research Based Strategies are emphasized throughout our trainings. Inter-visitations are encouraged for all teachers as well as participation in external professional development opportunities. Our network specialists support teacher retention by providing on-site trainings, modeling and teacher team development.</p> <p>We are committed to ensure that teachers have the resources and support needed to succeed.</p>

#### 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).
<ul style="list-style-type: none"> <li>• A school professional learning plan for existing teachers to improve practice based on the NYC Chancellor's Professional learning Handbook.</li> <li>• Continually train and support in the Danielson Framework with teachers to familiarize them with criteria for exemplary teaching components</li> </ul>

- Utilize an effective teacher model rubric (Danielson Framework) to provide feedback to teachers.
- Utilize professional development suggestions by PD committee
- Provide feedback to teachers in short and frequent cycles for continuous improvement.
- Support new teachers in tenure process.
- Utilize the Network support systems.

**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.).

- Parent and child orientations.
- 2 hour sessions in small groups for the first week of school.
- Parent & child in classroom for the first month of school.
- Parents assist child with breakfast
- Welcoming environment to support academic and social development
- Pre-K social worker & family assistant available to parents and conduct workshops

**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.

A committee has been established to assist with assessment decisions and conduct professional development accordingly.

#### 4c. "Conceptual" Consolidation of Funds in SWP Schools

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	254,418.00	x	5A, 5B, 5C, 5D, 5E
Title II, Part A	Federal	167,839.00	x	5A, 5B, 5C, 5D, 5E
Title III, Part A	Federal	11,200.00	x	5A, 5B, 5C, 5D, 5E
Title III, Immigrant	Federal	0	x	5A, 5B, 5C, 5D, 5E
Tax Levy (FSF)	Local	1,504,147.00	x	5A, 5B, 5C, 5D, 5E 55555555

#### <sup>1</sup>Explanation/Background:

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

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

**conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

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

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

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

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

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

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

**Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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

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

---

### **Parent Involvement Policy (PIP) Template**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **William H. Prescott**, 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. **William H. Prescott** will support parents and families of Title I students by:

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;

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

### **School-Parent Compact (SPC) Template**

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

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

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

## **III. Student Responsibilities:**

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

- always try my best to learn.

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

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

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

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

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

Part A: School Information	
Name of School: <u>William H. Prescott</u>	DBN: <u>13K093</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: \_\_\_\_\_ The Title III after-school program is designed to increase the language proficiency levels of ELL's by providing supplemental instruction. This instructional program is aimed at increasing proficiency levels on the NYSESLAT exam, and preparing students in testing grades to achieve success on all New York State Exams. All instruction is delivered in English. ELL's in grades 3-5 will meet on Wednesdays and Thursdays from 2:45 p.m. - 5:00 p.m. The program will run for about 20 weeks for a total of 5 hours per week. Student instruction will be aligned to Common Core and will focus on enhancing ELA, Math, and other content area skills. Beginners will participate in activities that foster and promote oral fluency and basic literacy skills. Students at the intermediate and advanced levels will receive instruction to help them meet the demands of the Common Core Curriculum. Lessons will be infused with academic vocabulary and opportunities for students of all levels to demonstrate and share their learning with their peers. All sessions will be taught by a fully certified ENL teacher. Materials for the program will consist of Common Core readers and workbooks, test prep materials by Coach, NYSESLAT prep materials by Attanasio & Associates, and hands-on materials for math and science instruction and practice. Parental involvement funds will be used for parent workshops. We will partner with LeAp to sponsor two workshops for parents of ELL's. The workshops are titled "Adult Literacy Skills for ELL/Bilingual Adults" and "Cooking Simple Healthy Meals". The latter workshop will demonstrate to parents how to use cooking to assist them with improving their children's math and reading skills. Parental Involvement Funds will be used to pay LeAP for the cost of conducting these events.

## Part C: Professional Development

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

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

Begin description here: \_\_\_\_\_ The ENL teacher attends workshops offered by the Office of English Language Learners and by the Borough Field Support Center. Teacher's of ELL's are encouraged to attend workshops that will assist them with strategies and resources pertaining to ELL instruction in the general classroom. Topics to be covered as on-site professional development include ELL's and the Common Core, Differentiation of Instruction/Activities, Strategies for the various levels of the students and Assessment for ELL's. The ENL instructor is currently attending a series of workshops offered by the Borough Field Support Center. The dates are 10/7/15, 11/10/15, 12/7/15, and 1/21/16. These sessions are designed to help meet the academic needs of ELL's through planning, differentiation, and scaffolding strategies. All of the sessions are scheduled for the entire day.

### Part D: Parental Engagement Activities

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

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

Begin description here: Research demonstrates that students perform better academically when their parents are involved in their education. Our school provides workshops to newcomer parents to help them get acclimated. We also provide informational sessions to assist with the transition to middle school. In addition, we work closely with the Bedford Stuyvesant Restoration Corporation which provides educational, cultural, financial, and health information and assistance. Notification of these events takes place through flyers and postings. Translated materials are made available when possible. Parents of ELL's are encouraged to attend events hosted by this community organization. The on-site workshops are conducted by the Parent Coordinator, the Guidance Counselor, and the ENL teacher. This team also partners with the PTA President to present information at the PTA meetings.

### Part E: Budget

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

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

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



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

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

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

## Part I: School ELL Profile

### A. School Information

District <b>13</b>	Borough <b>Brooklyn</b>	School Number <b>093</b>
School Name <b>William H. Prescottt</b>		

### B. Language Allocation Policy Team Composition

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

Principal <b>Sandra Philipype</b>	Assistant Principal <b>Janeice Bailey</b>
Coach <b>type here</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>Gayle Liddell</b>	School Counselor <b>E. Eze-Umebuani</b>
Teacher/Subject Area <b>Tanisha Dorvil/Grade 2</b>	Parent <b>Linda Cummings</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Rhonda Dash</b>
Related-Service Provider <b>Cheena Mitchell -Speech</b>	Borough Field Support Center Staff Member <b>type here</b>
Superintendent <b>Barbara Freeman</b>	Other (Name and Title) <b>type here</b>

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (excluding pre-K)	274	Total number of ELLs	29	ELLs as share of total student population (%)	0.00%
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	K <input checked="" type="checkbox"/>	1 <input checked="" type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input checked="" type="checkbox"/>
	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

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

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

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

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	29	<b>Newcomers</b> (ELLs receiving service 0-3 years)	29	<b>ELL Students with Disabilities</b>	0
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	0	<b>Long-Term</b> (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	29	0	0							0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
--	---

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														0
Chinese														0
Russian														0
Bengali	1	2	0	1		1								0
Urdu														0
Arabic	4	3	3	7	3	2								0
Haitian														0
French		1												0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other			1											0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3	1			0
4	11				0
5					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	4		2						0
4	1								0
5									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	2								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 utilizes DRA to assess the early literacy skills of ELL's. These assessments provide instructors with information regarding the level of capability at the time of the assessment. This is then used as a benchmark to measure growth against additional ongoing future assessments. Teachers create their own assessments to measure students before, during, and after the completion of a unit topic. The results of the assessments provide classroom teachers with insight about the performance levels of the ELL's and helps them to plan instruction/intervention accordingly. Paste response to questions here:
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 Newcomers tested with NYSITELL generally do not pass this exam and become eligible for services. However, it has been noted that many of the ELL's who participate in a Pre-K program demonstrate success when they are given the NYSITELL. Those who do not pass the NYSITELL usually score in the intermediate-advanced range. Generally, most students across grades K-5 show growth in language development on the NYSESLAT if they have been in regular attendance during the school year. Scores for listening and speaking are most often higher than those for reading and writing. Paste response to question here:
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
 The AMAO tool is utilized to help providers determine the level of progress that ELL's are making towards proficiency in English. This tool also helps to identify risk factors that enable us to determine which students will require additional instructional resources and/or intervention. The data reveals how ELL's are achieving and provides instructors with information needed to design instructional programs/interventions to help raise achievement of the target population. Paste response to question here:
- For each program, answer the following:
  - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
  - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
  - What is the school learning about ELLs from the periodic assessments? How is the home language used?

NYSESLAT results demonstrate that the majority of ELL's are making progress towards becoming proficient in English. The pattern has been either moving up a designation with each administration of the exam or an increase in the number of correct responses if they remained in the same designation as the previous year. All of our ELL's currently take all exams in English. Classroom providers are encouraged to view the results of the Periodic Assessments and to use the information to assist them with planning and preparation for the ELL's in their classrooms. Using the results of the Periodic Assessment, classroom teachers will be able to view those areas where their ELL students need improvement and then design instruction to fit the needs of individual students. Generally, students do well on the listening portions of the test. However, they usually do not score as well on the independent reading and writing selections. Paste response to questions here:

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*.] Data is used to assist with identifying ELL's who are struggling with content area material while they are developing English language skills. Intervention and action plans are developed based on the data. These are then implemented to meet the needs of the students who have been identified as at-risk. If improvement at the Tier 1 instructional level is not noted, the ELL student will be moved into Tiers 2 or 3 as deemed appropriate. Movement into the higher tiers means that the student will receive more academic support, either in the classroom or other settings. Implementing RTI means the instruction is tailored to meet the needs of the student as a means to have that individual achieve academic success. Paste response to question here:
6. How do you make sure that a student's new language development is considered in instructional decisions? Differentiation is a part of every lesson. All instructors must take into account the needs and supports that students who are learning a new language need to have in place as they plan instruction, activities and assessment for this population. Instructors often seek information from the ENL provider regarding methodology and strategies for ELL students and implement these in their instruction. Paste response to question here:
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?
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs). Paste response to question here: The ultimate goal is to meet AYP for the ELL students. However, if this is not achieved, we utilize the breakdown for each student's NYSESLAT results from the RLAT. This report allows us to determine how students performed on the latest exam and to compare results to previous years. If scores for individual test components rise and/or students move up to a higher designation (as compared to the previous year), then we can note that progress has been made. If students are stagnant or regress, then we have to examine those situations more closely and devise a plan to stimulate academic growth.

## 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. The HLIS is distributed and completed by parents for every student who enters the school. A student who has another language indicated for one of the questions 1-4 and two responses on questions 5-8 that indicate the student uses a language other than English will result in that student having a home language designation that is other than English. This designation will be further strengthened by the oral interview conducted by the ENL Provider and the parent. If interpretation services cannot be met by school pedagogues or a relative who has accompanied the parent, then outreach is made to the Translation & Interpretation Unit for assistance. The ENL provider speaks Spanish and the Guidance Counselor speaks African dialects. The ENL provider reviews these forms with the parent to make a determination if the student is eligible to be tested using NYSITELL. All completed HLIS forms are placed in the student's cumulative file as part of their permanent record. After reviewing the HLIS with the parent or guardian, the ENL Provider conducts an oral interview with both the parent and the student regarding the student's educational background. The ENL provider will interview the student to assess oral skills in English and to find out about the type/level of schooling they received in their native country. If the student has schoolwork from a previous environment or a report card from their institute of learning, the ENL provider will use these to help make an assessment of their level of proficiency. If schoolwork is not available, the provider will select a grade and age appropriate assessment to help with this determination. If after taking the above steps it is determined that the student in question is not eligible to take the NYSITELL, no further steps are taken. However, any student who is eligible for testing will be administered this

exam within 10 school days of admittance. If a new admit has a home language of Spanish, they are given the Spanish LAB if they do not pass the NYSITELL. As with NYSITELL the Spanish LAB answer documents are obtained from ATS and these are scanned for scoring. Spanish LAB results are not used to determine if an ELL is entitled to ENL services. Within ten days of determination of eligibility, parents will be sent a notification letter in their home language advising them of the determination. Copies of these letters are kept on file by the ENL provider in an ELL Folder of Critical Documents. Paste response to question here:

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).

Determination of SIFE status is made at the time the HLIS form is completed and is based on the response to prior schooling. If there are indications on the HLIS that the entering student may be categorized as SIFE, the ENL provider will administer the oral interview questionnaire. If the home language of the potential SIFE student is Arabic, Bengali, Chinese, Haitian Creole, or Spanish, the ENL provider will administer the Literacy Evaluation for Newcomer Sife. The timeline for this process is 30 days from initial date of enrollment. Notification letters will be sent to the parents advising them of the determination. These letters will be issued in their individual home languages. Copies are kept on file by the ENL Provider in the ELL Folder of Critical Documents. Paste response to question here:

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).

The Language Proficiency Team will review evidence of a student's language development in English if that student enters with an IEP. If that team determines that the student can be assessed with the NYSITELL it will be given by the ENL provider and the identification process proceeds as for all other eligible ELL's. If the LPT recommends that the student not be assessed with NYSITELL, this information is sent to the principal. If the principal agrees with the determination, he or she sends it to the superintendent or a designee for review. The parent or guardian is notified within three days of the decision. If the final decision is that the student should not be tested, the ELL identification process terminates and the parent is notified. If it is decided that the student will be assessed with NYSITELL, the ELL identification process continues as for all other students. All testing, ELL placement, and notification of the results must take place within 20 days. During the entire process, parents will be provided with interpretation services in their home language. The Language Proficiency Team is comprised of a school or district administrator, a certified TESOL teacher, a certified teacher or related service provider who has a bilingual extension, the director of special education or an individual holding a comparable title, and the parent or guardian of the student. Paste response to question here:

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.

It is the responsibility of the ENL provider to ensure that parent notification letters are distributed within the appropriate time frame. Copies of these letters are kept on file as proof. This file is maintained by the ENL provider in an ELL Critical Document Folder. Paste response to question here:

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).

A request for a review of ELL status regarding possible misidentification must be sent within 45 days of the student's enrollment. This request may be submitted by a parent, a teacher who has consent from the parent, or a student if that student has attained the age of 18. If the above conditions are met the school district is required to implement a process for review. Qualified personnel must review the matter. If this panel determines that a change is warranted, parental consent, student consent (18 years and older), plus principal and superintendent approval are required before this change can be finalized. Paste response to question here:

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.

The parent orientation is held once students are determined to be eligible for services. Attendees are afforded the opportunity to view the DVD in their home or preferred language, depending on availability. Materials regarding descriptions of the various programs are distributed in the parents language of choice. Currently 13 languages are available in translated form. Generally, parents are encouraged to complete the selection forms at the conclusion of the orientation. The decisions on the completed forms are then entered into the ELPC screen in ATS. If a parent chooses to complete the form elsewhere, they are monitored until it is received. Any parent who is unable to attend or misses the orientation is contacted to set up a one-to-one meeting. The process for this meeting is the same as outlined above. ELL's must be placed in a program based on parent choice within ten school calendar days of enrollment. The ENL provider keeps track of this information and maintains records in an ELL Folder of Critical Documents. Paste response to question here:

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 Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

If the deadline for the parent choice forms passes and nothing is received, the information is entered as the default program which is bilingual education. Prior to entering this selection as default, phone calls are made to the parents to remind them to return the forms. Paste response to question here:

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. Outreach continues for forms not received even though the default has been entered in ATS. This outreach takes the form of phone calls and face-to-face contact. Paste response to question here:
9. Describe how your school ensures that placement parent notification letters are distributed. The ENL provider is responsible for the distribution of placement parent notification letters. Copies are maintained on file at the school in an ELL Folder of Critical Documents. Follow-up and outreach attempts are documented as well. Paste response to question here:
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). All original ELL documentation is placed in the student's cumulative folder and becomes a part of their permanent record. Copies are kept on file by the ENL provider in an ELL Folder of Critical Documents. Paste response to question here:
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. A licensed pedagogogue assists the ENL provider to ensure that all entitled ELL's are administered all sections of the NYSESLAT. That pedagogogue is selected based on availability to assist. Prior to administering the NYSESLAT the RLAT is generated from ATS to determine who is eligible. The selected pedagogogue works with the ENL provider during the administration of the Speaking portion of the exam. The ENL provider poses the questions and the selected pedagogogue scores the student responses, based on the rubrics in the training manuals. Paste response to question here:
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. The appropriate letters are downloaded and the school letterhead is affixed to the top of each. Using the RLAT and the RPOB, the ENL provider issues the appropriate letters in the home language of the parent. Copies are kept on file by the ENL provider in an ELL Folder of Critical Documents. Paste response to question here:
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). About 95% of the parents in our school opt for ENL services. This is in direct alignment with what we currently offer (Freestanding ENL). Although our school does not currently have a bilingual program we are aware that according to the Aspira Consent Decree this type of program must be opened if there are 15 or more ELL's in one or two contiguous grades who speak the same language. Paste response to question here:

## 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. ELL's in our Freestanding ENL Program Students receive mainly pull-out services with some push-in services. Students are grouped across two contiguous grades with mixed proficiency levels. Groups travel to the ENL room accompanied by the instructor. They receive the number of mandated minutes according to their latest designation. Paste response to questions here:
  - 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)?

Based on the results of either the NYSITELL or NYSESLAT, entitled students are scheduled according to their current designations. Students at both the entering and emerging levels are scheduled to receive 360 minutes of ENL instruction per week. Those at the transitioning and expanding levels receive 180 minutes of ENL instruction per week. Commanding students (former ELL's) receive 90 minutes of instruction weekly for two years following their designation of proficient. Paste response to questions here:

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.

All instruction is in English. Topics are aligned with the mainstream classroom teachers and best practices are shared at staff conferences and grade meetings. Visuals and a focus on academic vocabulary are used to make content comprehensible. Discussion and questioning techniques are emphasized to foster and enhance language development to assist the ELL's with meeting the demands of the CCLS. Multiple entry points for content access is put in place to allow for the various levels of proficiency. Paste response here:

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

All instruction is conducted in English. Our school does not assess students in their home languages. If a student on a testing grade is eligible to be tested on a state content area exam, then that test is ordered and administered during the testing window. Paste response to question here:

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

Lessons are designed to incorporate the four modalities in every lesson. Speaking and listening are evaluated during group discussions and oral presentations. Reading and writing are evaluated during responses to literature, opinion writing pieces, citing text evidence, and other writing assignments. Student work is measured against a standard rubric, teacher feedback is provided, and students are required to respond to that feedback in writing. Paste response to question here:

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

Students who are SIFE and Newcomers receive instruction that is geared towards helping these groups develop language skills that will help them fill in the gaps as they learn. Technological programs with visuals and word/sound connections helps to provide them with an entry point for content area instruction. Developing students are infused with visuals and utilize technology to help them gain a fuller understanding at their current level. Participation in class discussions and debates are encouraged to promote confidence in oral fluency. Partnering and group work is also an effective strategy for both newcomers and developing students. Long Term ELL's are provided with more rigorous tasks and projects that enables them to dig deeper into a given topic or assignment. Former ELL's receive mandated services (90 minutes per week) in a content area that has been identified as not being one of their strengths. They usually work independently to complete rigorous tasks on topics related to their classroom content. This group is often called upon to lead class discussions and to facilitate. Former ELL's are entitled to receive testing accommodations (time and half) for two years following their designation of commanding. Paste response to questions here:

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.

The principal must review the re-identification process between 6-12 months from the date that the superintendent notified the principal of his or her decision. This is done to ensure that the student's academic progress has not been adversely affected by the determination. The principal will meet with the student, a parent or guardian, and a qualified staff member. If the determination is that academic progress has been affected, the principal must provide additional support services to that student. During this time frame the determination may be reversed. If the principal decides to do this, he or she must consult with the superintendent (or designee). A final determination must be communicated in writing to the parent or guardian in the preferred language within 10 school calendar days. Paste response to questions here:

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's with disabilities use a variety of grade-level materials as extra resources to assist with instruction of this population. Manipulatives, visuals, and other hands-on-materials are incorporated into lessons when possible. Strategies that are geared toward the special education population are implemented to help them meet the demands of common core.

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?

Chart Teachers of ELL's with SWD's plan for instruction that is aligned to goals on the IEP and the present performance level of the student. Additional resources, such as manipulatives and visual aids are provided to support these students as they strive towards grade-level performance. The ENL Provider provides push-in services for ELL's with SWD's. Paste response to question here:

### 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 <u>per week</u> (360 min.)	2 units of study <u>per week</u> (360 min.)	1 unit of study <u>per week</u> (180 min.)	1 unit of study <u>per week</u> (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 <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> other approved services*
	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

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



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

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

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

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

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

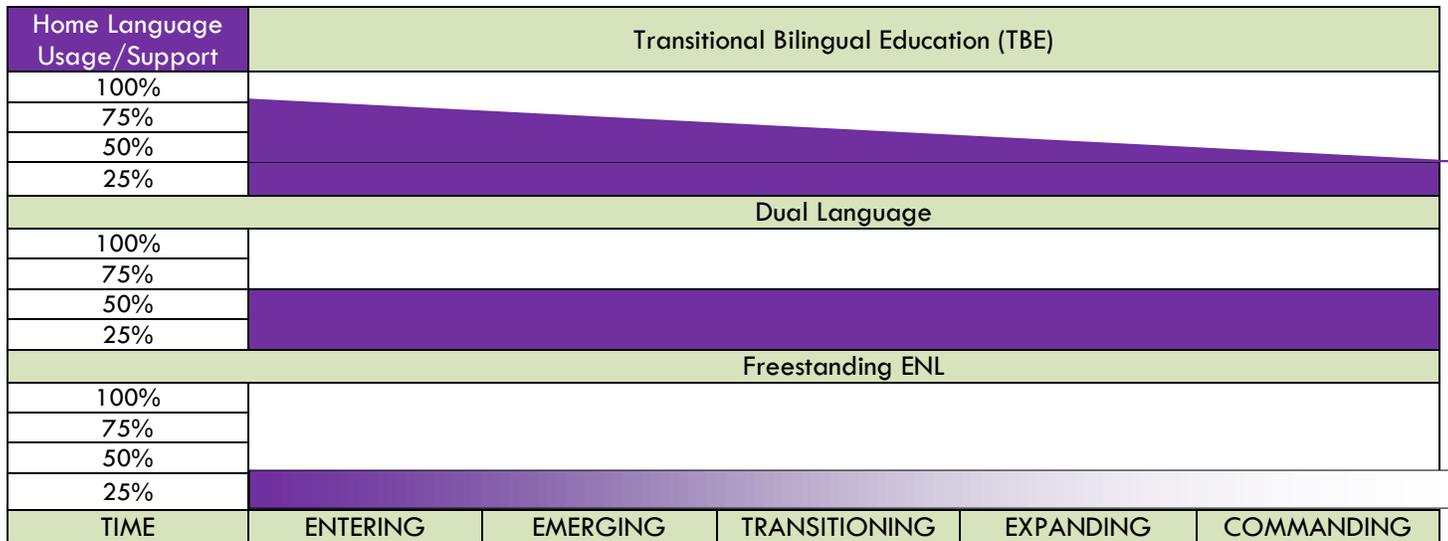


\*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

**Home Language Usage and Supports**

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



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. All ELL's in testing grades (3-5) receive small-group instruction with their classroom teacher as an intervention service. This same group receives additional after-school assistance through the Title 3 Program and all mainstream after-school and intervention programs Small group work and intervention service instruction encompasses all content areas and is delivered in English only. Native language assistance is available through use of the native language library that has a variety of informational texts. Paste response to question here:

The Title 3 Program helps the students prepare for NYSESLAT and New York State exams, while providing opportunities for these students to increase their oral language and literacy development through the use of materials that are designed for these areas. Currently we have no long-term ELL's. NYSESLAT results reveal that ELL students are making upward strides towards becoming proficient in English. This serves as testament that the current program is effective. Paste response to question here:
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Currently our school does not have plans for any new programs. We are constantly trying to devise activities held during the school day to assist struggling learners as well as provide enrichment for others.Paste response to question here:
12. What new programs or improvements will be considered for the upcoming school year?

Currently our school has no plans to discontinue any programs or services for ELL's.response to question here:
13. What programs/services for ELLs will be discontinued and why?

Currently our school does not have plans for any new programs. We are constantly trying to devise activities held during the school day to assist struggling learners as well as provide enrichment for others.Paste response to question here:
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

All ELL's enrolled in our school are afforded an equal opportunity to attend or engage in any program offered by the school.Paste response to question here:
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.

Students have access to laptops to support their technological needs and provides them with additional resources. Materials by Coach are used to support students in both ELA and Math. CAVS is utilized for science instruction. Reading A-Z and Brainpop have proved beneficial to ELL's as technology programs purchased by the school and available for students to utilize at home. Paste response to question here:
16. How is home language support delivered in each program model (DL, TBE, and ENL)?

The classroom of the ENL provider has a native language library that supports the home languages of the students. Brainpop also offers a component for speakers of Spanish.Paste response to question here:
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

Resource materials that are purchased and utilized are grade-level appropriate. Recent purchases are aligned to the common core curriculum. Hands-on materials are provided for all grade levels in the area of mathematics. The principal approves all purchases. Paste response to question here:
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).

At the beginning of the school year the Parent Coordinator conducts a workshop to welcome new parents and gives them an overview of what they can expect. The Guidance Counselor and the ENL instructor provide continuous outreach to parents of ELL's to keep them informed of schoolwide programs and activities. Paste response to question here:
19. What language electives are offered to ELLs?

Currently, the only instructional language at our school is English.Paste response to question here:
20. For schools with dual language programs:
  - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
  - b. In which language(s) is each core content area taught?
  - c. How is each language separated for instruction?
  - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

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.)  
All teacher's of ELL's are made aware of professional development activities that are being offered year round. Teachers who attend turnkey the information with staff members. In addition, all staff members will receive at least 5.5 hours of ELL training presented by the ENL Provider. Paste response to question here:
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?  
Profesional Development in this area is provided by the administration. The ENL teacher and classroom teachers attend outside workshops that pertain to ELL instruction. The ENL provider is part of an ongoing session hosted by the Borough Field Office. The series is held monthly from October 2015 to January 2016.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
The ENL provider works closely with the Guidance Counselor during Middle School Articulation. They collaborate on at least two workshops covering this topic. The ENL Provider personally assists the parents of ELL's with choosing a middle school and completing the application process. Paste response to question here:
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 ENL Provider will deliver 5.5 hours of ELL Professional Development to staff members. The topics will include strategies for ELL's, ELL's and the Common Core, How Language Develops, and Best Practices for ELL Success. Agendas will be distributed at these sessions and attendance records will be maintained by both administration and ENL Provider. "Test Strategies for ELL's" is scheduled for 11/3/15. The remaining topics will be delivered during a portion of upcoming staff conferences. Paste response to question here:

## 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 of ELL's are invited to meet with the ENL Provider for bi-monthly sessions that pertain to topics relevant this population. Also, one-to-one conferences are held during the parent engagement sessions on Tuesdays. Parents who have concerns are encouraged to set up appointments for individual sessions. If a translator is needed, outreach to the Translation & Intrepretation Unit is made. Paste response to question here:
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.  
All notices, agendas, attendance sheets, phone calls and letters are recorded and kept in a file by the ENL Provider. Translated materials are provided by the Translation and Interpretation Unit. Paste response to question here:
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.  
THE ELL parent involvement is fairly good at our school. There is usually a high turnout for workshops. ELL parents volunteer as Learning Partners and chaperone trips. A large number attend PTA meetings and other workshops and school-wide events. Paste response to question here:
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?  
We partner with Restoration Corporation which offers a multitude of services to the community. They provide workshops on health, financial, and community-related topics. Parents are notified about events through translated flyers and are encouraged to attend. Paste response to question here:
5. How do you evaluate the needs of the parents?  
The Parent Coordinator conducts a parent survey at her introductory meeting. A majority of the parents either call me or speak to me personally concerning their needs/issues/concerns. The Guidance Counselor is also instrumental in determining parent needs and making referrals to outside agencies. Paste response to question here:
6. How do your parental involvement activities address the needs of the parents?  
The bi-monthly workshops are designed for the ELL parent. Topics that explain the CCLS, NYSESLAT Preparation/Content, and general information that will help them assist their children with the educational process is offered. This schol year we are partnering with LeAP to have them conduct two workshops for ELL parents. This workshops will enhance the vocabulary of the parents and provide them with strategies on how to assist their children in math and reading. Paste response to question here:

#### **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:**

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	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: **13k093**      School Name: **William H. Prescott**  
Superintendent: **Barbara Freeman**

### 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.learnedoe.org/tiu/lac](http://www.learnedoe.org/tiu/lac)) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

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

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

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

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

The language preferences selected by parents or guardians on the Home Language Identification Surveys and the Emergency Contact cards are utilized for parent communication. If in-house translation is not available in either written or oral form, outreach is made to the Translation and Interpretation Unit. An additional way to collect data would be to use the information from the blue cards regarding the preferred language of communication. A list would be compiled for each class and distributed to the respective classroom teachers. The teachers would utilize this information to help them determine which students need translated letters/notices for home. The report would be updated as new students enroll.

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.

The majority of ELL parents traditionally indicate a preference for both oral and written communication in English. A limited number of requests are made in Arabic and Bengali respectively.

## **Part B: Creating a Communications Calendar**

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

Parent-teacher conference announcements are translated from the English version and distributed in a timely fashion prior to the events. In addition, the Title 3 after-school program information is issued in English and the language of preference (when indicated), prior to the start of the program.

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 was held on 9/17/15. Our school will have parent-teacher conferences on 11/5/15 and 3/3/16. Both of these will take place in two sessions (afternoon and evening) on a single date. The Guidance Counselor and the ESL provider conducts at least two formal parent sessions regarding middle school articulation. These sessions are held once the middle school applications are distributed. The final parent conference for this school year is scheduled for the evening of 5/12/16.

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

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

Translation of most written correspondence is conducted in-house using a computer program for assistance. The services of the Translation & Interpretation Unit is usually required for Special Education and IEP conferences for parents whose first language is not English.

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.

The majority of our translation needs are met through in-house assistance (computer translation) or on-site interpreters who are fluent in a particular language. The Translation & Interpretation Unit are called upon to assist with any translation needs that cannot be handled by building staff. A list of qualified

bilingual pedagogues will be created and kept on file in both the main office and the ENL classroom files.

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

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

The Language Access Coordinator will provide staff members with information about the availability of translation services during a portion of an upcoming staff conference. During this session, staff members will be advised about the availability of services provided by the Translation and Interpretation Unit. Essential materials from the Language Access Coordinator's Kit will be copied and distributed to the staff.

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

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

##### Checklist of Notification Requirements

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

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

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

The Language Access Coordinator will work with the Parent Coordinator to conduct a parent survey in order to garner feedback on parent needs and wants. Steps will be taken to create a focus group of ELL parents who will provide direct feedback about their particular needs and concerns. Efforts will then be made to implement changes to address the issues they have identified.