

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

21K097

School Name:

P.S. 97 THE HIGHLAWN

Principal:

IRINA CABELLO

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: The Highlawn School School Number (DBN): 21K097
Grades Served: PreK-5
School Address: 1855 Stillwell Avenue, Brooklyn, New York 11223
Phone Number: 718-627-7550 Fax: 718-627-7555
School Contact Person: Irina Cabello Email Address: icabello@schools.nyc.gov
Principal: Irina Cabello
UFT Chapter Leader: Seth Wolchok
Parents' Association President: Maureen Maxwell
SLT Chairperson: Frank Modena
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): NONE

District Information

District: 21 Superintendent: Isabel DiMola
Superintendent's Office Address: 1401 Emmons Avenue, Brooklyn, New York 11235
Superintendent's Email Address: Idimola@schools.nyc.gov
Phone Number: 718-648-0209 Fax: 718-648-2165

Borough Field Support Center (BFSC)

Brooklyn South Field
BFSC: Support Center Director: Cheryl Watson-Harris
Director's Office Address: 415 89th St., Brooklyn, 11209
Director's Email Address: cwatsonharris@gmail.com
Phone Number: (617) 212-4934 Fax: (718) 759-4960

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)
Irina Cabello	*Principal or Designee	
Seth Wolchok	*UFT Chapter Leader or Designee	
Maureen Maxwell	*PA/PTA President or Designated Co-President	
Marie Reich	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Lori Bernstein	Teacher	
Angela Cisternino	Teacher	
Diane Kasdan	Teacher	
Frank Modena	Teacher	
Giulia Cacciuottolo	Parent	
Thelleza Kadiu	Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Maureen Maxwell	Parent	
Ying Fong Mui	Parent	
Ramsey Zagaovoic	Parent	
Danielle Korn	Parent	
N/A	Member	
N/A	Member	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

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

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE’s Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

PS 97, The Highlawn School, is a neighborhood school that serves children in grades PreK-5. Our current school population is 835 students with a large number of students for whom English is a second language. At this time, 24% of our students are English Language Learners receiving services. The ethnic population of the school is diverse. The following is a breakdown of the home languages of these English Language Learners, according to the home language report:

Chinese (93), Spanish (57) , Arabic (9), Urdu (7), Russian (12), Vietnamese (1), Albanian (4), Uzbek (1), Cantonese (1), Italian (2), Pashto (1), Tadjik (1), and Ukrainian (1).

As a school community, we celebrate diversity and cater to our multi-cultural families.

Last year, we made the most progress supporting our students with disabilities. Their ELA and math scores had increased. This year, our focus is on increasing achievement for English Language Learners and increasing rigor for all students.

Our Values and Core Beliefs:

Core Beliefs

- All students can learn.
- Students and staff are leaders in the school community.
- Every classroom is led by a highly qualified teacher.
- Families are our partners in education.

Values

- Students come first.
- We work as an effective team.
- We operate with integrity and respect.
- We embrace change as an opportunity to grow and improve.
- We take responsibility and hold ourselves accountable.
- We celebrate, promote, and appreciate diversity.

Our Mission Statement:

PS 97, The Highlawn School, is dedicated to providing rigorous and well-rounded education to every child. Our students will be challenged through arts and technology infused curriculum, which embraces our multicultural multilingual community and allows our students to become world citizens and passionate leaders. At PS 97, active learning experiences develop students' natural curiosity and problem solving abilities. We strive to create an engaging standards-driven learning environment characterized by high academic expectations and ensuring success for all students. All members of PS 97 learn from one another. We value families as partners in education. We celebrate the voices and cultures of our students, our families, our staff, and our community.

21K097 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	824	SIG Recipient
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
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	62.7%	% Attendance Rate		95.2%
% Free Lunch	58.4%	% Reduced Lunch		1.8%
% Limited English Proficient	22.5%	% Students with Disabilities		20.4%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		0.5%
% Hispanic or Latino	20.9%	% Asian or Native Hawaiian/Pacific Islander		48.4%
% White	29.9%	% Multi-Racial		0.4%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	0.34	# 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)	0.4%	Average Teacher Absences (2013-14)		9.3
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	42.3%	Mathematics Performance at levels 3 & 4		61.8%
Science Performance at levels 3 & 4 (4th Grade)	94.3%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
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	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		YES
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

Part 1 – Needs Assessment

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

Our current school population is 835 students with 24% of English Language Learners and 13% of students with disabilities. Based on the 2014 New York State English Language Arts Exam, 4% of students with Individual Education Plans and 5% of English Language Learners scored proficiently on English Language Arts exam. At the same time, 54% of our general education students scored proficient on the 2014 English Language Arts test.

Part 2 – Annual Goal

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

By June 2016, all students at or below grade level will make 10% gains in reading and writing as measured by the New York State Common Core English Language Arts Assessment (NYS ELA) and local assessments (TCRWP and Units of Study assessments).

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>All students will be engaged in high quality instruction. Teacher made units of study, created by PS 97 teachers and administrators last year, provide students with ambitious, researched based and common core aligned</p>	<p>All students including English Language Learners and Special Needs students.</p>	<p>September 2015 to June 2016</p>	<p>Administration and Pedagogical Staff</p>

study resources that focus on the use of quality literature, higher order questioning by teachers and students and cognitively challenging reading and writing performance tasks. Teacher teams will continue improving the units of study and adjust them based on individual class and student needs, especially keeping in mind differentiation for English Language Learners and students with disabilities. Teachers College Reading and Writing Project Assessment will be used for formative purpose to drive instruction.			
All teachers will be provided with professional development supporting understanding of Webb’s Depth of Knowledge, Universal Design for Learning, Common Core Curriculum, and assessment alignment. Teachers will plan and revise units of study in grade teams as well as in the Curriculum Team meetings. The Professional Development Team will also guide professional developments to enhance teacher practice and modify instruction to meet the diverse needs of all learners.	All Pedagogical Staff	September 2015- June 2016	Administration and Pedagogical Staff
Provide workshops for parents to help them understand the Common Core requirements and ways of teaching deep thinking.	All Parents/Guardians	September 2015 – June 2016	Administration and Pedagogical Staff
Teachers will work in teacher-led vertical inquiry team (Curriculum Team) to align instruction and to assure that rigor is consistent and increasing from grade to grade (vertical alignment).	All Pedagogical Staff	September 2015- June 2016	Administration and Pedagogical Staff

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.
<p>Research-based protocols are provided to all pedagogical staff for utilization during professional development sessions and evaluated during grade meetings, and professional development time on Mondays.</p> <ul style="list-style-type: none"> • The Journeys 2014, ReadyGen, and Teachers College common core-aligned curriculum anchor and supporting texts, as well as, teacher chosen augmented materials are utilized for literacy activities. • The Journeys 2014, ReadyGen, and Teachers College common core aligned teacher manuals contain the scaffold instruction techniques and graphic organizers for learning modalities implemented by the teaching staff. Specific differentiated texts and activities are provided for English Language Learners and students with disabilities. • ESL teachers will work with Gen Ed teachers during by-monthly planning days to align units to the needs of English Language Learners. • Our teachers will utilize the following resources: Dictation Resource Book, Wilson’s manuals, MobyMax, digital resources on laptops and iPads, magnetic boards, visual charts, dry erase white boards, controlled and non-controlled text, word cards, and index cards. • Academic afterschool, will utilize the New York State Common Core Coach English Language Arts written by Triumph Learning as a resource for their instruction. Academic afterschool includes English as Second Language instruction

- The AIS providers will be utilizing texts with graphic organizers, charts, text based vocabulary cards with the leveled readers as well as the Progress Coach Empire Edition English Language Arts and Assessments, and the Wilson Reading System.

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	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

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

In September 2015, students will be given the Teachers College Reading and Writing Project Benchmark Assessment to identify their reading fluency levels as well as comprehension levels. During each writing unit of study, students will have a pre and a post assessment. In February 2016, students will be given another benchmark assessment to show their progress and growth.

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.

PS 97 currently values and supports all students in their academic and social development. Teachers maintain a supportive yet challenging environment in the classrooms. Multiple scaffolds are used to aid students who need additional support. Based on the Framework for Great Schools Report 2015, PS 97 received a score of 80 in the Supportive Environment category. As per 2014-2015 teacher ratings, 17% of teachers received effective and 83% received highly effective on domain D2 , The Classroom Environment, based on Danielson’s Rubric. Our ELL and former ELL students decreased in their ELA proficiency level on NYS ELA assessments (1.7-3.7%)

Part 2 – Annual Goal

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

By June 2016, our ELL and former ELL students will increase progress in reading and writing by 15%. The progress will be measured by NYSESLAT, NYS ELA test, TC assessments, pre and post unit assessments, and classroom observations.

Part 3 – Action Plan

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:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 			
Teachers created unit plans based on Ready Gen and Journeys 2014, a research-based curriculum that provides differentiation techniques and strategies as well as texts for struggling readers. Teachers will receive professional development in using data to	Teachers	September 2015- June 2016	Administration and Pedagogical Staff

provide differentiation and scaffolding in their lessons. .2014ghout the 2013ew York State Mathematics Test. During the 2013-2014 scholls to ensure that they have access to content and			
We will provide students with supportive environment that will promote language acquisition and build their confidence in the new language. Teachers will utilize laptops and iPad apps in order to help address the needs of English Language Learners. Teachers will receive Professional Development in utilizing PC and iPad apps to differentiate instruction and to support struggling learners.	All Pedagogical Staff	September 2015- June 2016	Administration and Pedagogical Staff
Friday clubs will provide additional academic services as well as rigorous project-based activities. Students will have a choice of activities. Parents will get invited to class celebrations – publishing parties, trips, and afterschool family nights. Students and parents whose first language is not English will participate in the after school English as Second Language classes	Students and Parents	September 2015- June 2016	Administration and Pedagogical Staff
Teachers will conduct inter-visitations and will collaborate in planning school-wide and grade-wide cultural activities. Students will lead school-wide “Project Citizen” program, which targets school culture of trust and responsibility.	All Pedagogical Staff and students	September 2015- June 2016	Administration and Pedagogical Staff

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.											
<ul style="list-style-type: none"> • Research-based protocols will be provided to all pedagogical staff for utilization during professional development sessions and evaluated during grade meetings, and professional development time on Mondays. • Laptops and iPads, headphones • Computer programs – Imagine Learning, MobyMax, Rosetta Stone • Academic after school, will utilize the New York State Common Core Coach Mathematics and ELA. • Teachers providing afterschool instruction – per session • Project Citizen books of the month, rewards and incentives 											
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	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
In September 2015, ELL and FELL students will be given the Teachers College Reading and Writing Project Benchmark Assessment to identify their reading fluency levels as well as comprehension levels. During each writing unit of study, students will have a pre and a post assessment. In February 2016, students will be given another benchmark assessment to show their progress and growth.
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.

Our 2014 – 2015 Quality Review stated that as a school we need to provide more “needed modifications for English Language Learners and Students With Disabilities to ensure that these students have access to content and opportunities to demonstrate progress toward reaching learning goals.” In addition, further findings from our 2014-2015 Quality Review stated, “ feedback to students, although actionable, with comments such as add more details, focus on the use of transition words and next time check spelling, does not consistently align to the standard being assessed allowing for clarity on how students can move to the next level toward mastery of standards

Part 2 – Annual Goal

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

By June 2016, 75% of students with disabilities (75 of 118) will increase their proficiency in reading by three or more reading levels as measured by Teachers College assessment and will increase their proficiency in writing by one or more rubric levels.

Part 3 – Action Plan

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:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 			
Teachers will develop and implement rigorous tasks within the units of study based on deep data analysis of student work and student assessments. Teachers will have engage in professional learning on a regular basis through collaboration in analyzing	Pedagogues	September 2015- June 2016	Administration

student work, setting learning targets, and monitoring student learning in order to strengthen and deepen understanding about teaching and learning for all students.			
Teachers will utilize inter-visitations and teacher to teacher mentoring to share strategies and differentiation techniques to address the needs of all students	Pedagogues	September 2015- June 2016	Administration and Pedagogues
ICT and ESL teams will receive PD addressing co-teaching and co-planning techniques	Pedagogues	September 2015- June 2016	Administration
Teachers will engage in systematic collaborative meetings analyzing student work and addressing the needs of all students. Teachers will receive common preps and additional time on Tuesdays designated for collaborative work.	Pedagogues and Students	September 2015- June 2016	Pedagogues and Administration

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.											
Common Preps Tuesdays Professional time Per session											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	X	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, unit plans will demonstrate rigorous improvements based on the data work teachers will engage in throughout the Fall.
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.

PS 97 is a community school with a strong parent body and active Parent Teacher Association. As measured by the Framework for Great Schools Report, we only received 44 points on the Strong Family-Community ties. ELL families rarely attend PTA meetings and do not have effective ways of supporting their children’s academic growth.

Part 2 – Annual Goal

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

By June 2016, we will increase ELL and FELL students progress in math by improving parental involvement and increasing ELL parent engagement in school activities, which will create supportive environment and will provide useful information for ELL families. This will be evidenced by 10% increase in student progress on NYS math exams, unit assessments, as well as classroom observations..

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Survey families in order to learn what type of support they might need, what workshops they would like, what time is convenient for them, and what Community Based Organizations we should invite to partner with the school.</p>	<p>Parents</p>	<p>September 2015- June 2016</p>	<p>PTA</p>

Combine PTA meetings with volunteer days, family fun nights and workshops. Have refreshments and snacks available for parents. Provide babysitting services.	Parents	September 2015- June 2016	PTA and Administration
Provide translation for parents. All handouts and phone messages to be translated in different languages. School website will provide information for parents and will use Google translate for translation.	Parents	September 2015- June 2016	Administration
Run Parent/Student Clubs, invite parents to class celebrations, have monthly student of the month celebrations, run a Saturday club program	Parents	September 2015- June 2016	Teachers, PTA, PC, Administration

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.											
Per session for teachers to run clubs PTA will create surveys Parent Coordinator will organize parent workshops and fun nights											
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	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
In September 2015 and then in February 2016, students will be tested using GoMath assessments, progress will be captured in data sheets and analyzed by teachers.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

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.

Part 3 – Action Plan

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

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.

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

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

Part 5 – Progress Monitoring

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

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	At risk students are those students who perform at levels one and two on standardized exams as well as those students who demonstrate need as determined by formal and informal classroom assessments, and those identified as not making grade level progress	Decoding using Wilson Individualized instruction through MobyMax AIS program Comprehension through pull out small group instruction Academic Afterschool Programs (English Language Arts)	P.S. 97 will provide English Language Arts AIS by utilizing the small group instruction in a Pull Out Model Pull Out Model: Teachers will provide targeted instruction to students on an individualized basis, or in a small group setting (five students maximum) utilizing the Wilson Reading Program.	These services will be provided throughout the school day, and in after school programs.
Mathematics	All students in grades K-5 will receive math AIS.	MobyMax computer AIS program Exemplars Problem Solving AIS program Academic Afterschool Programs (math)	Individualized through MobyMax Whole class and small groups through Exemplars Small group instruction - afterschool	These services will be provided throughout the school day, and in after school programs.
Science	Students will receive science support based on formative assessments	Teacher-created and led AIS science program Discovery Education	Small group instruction during lunch/recess	During school day
Social Studies	Students will receive social studies support based on formative assessments	Teacher-created and led AIS social studies program MobyMax	Small group instruction during Independent Literacy Work period	During school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Teacher recommendation, parental request	Counseling	Individualized	During School Day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> • All of PS 97 teachers are fully licensed and Highly Qualified

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"> • Current staff will engage in professional development focused on a Framework for teaching. • Current staff will engage in professional development on school foci - Rigor • Current staff will receive professional development in any identified areas of need. • Professional development opportunities will include grade level and vertical common planning, observation/feedback model, faculty conferences and external school support. • Teachers will receive targeted professional development in co-teaching models and curriculum development. This includes, but is not limited to the implementation of Universal Design for Learning and support in creating multiple entry points for students to make grade level curriculum accessible to all. • All teachers participate in Professional Learning Communities that allow for professional dialogue, mentoring, and conversations that center around best practices. • Hiring Committee offers staff a voice in the decision making process of a new hire. This process includes demonstration lessons and interviews. <p>Data Inquiry and Curriculum Team members focus on data and curriculum enhancement.</p> <p>All staff members will engage in diverse protocols to reflect on current teaching practices and closely look at and discuss student work products. These protocols are used to help staff identify trends in student work and collaboratively plan how to move student learning forward in accordance with the Common Core Learning Standards.</p> <p>2. All pedagogical staff members will be encouraged and given opportunities to participate in professional development in order to assist them in implementing the Common Core Learning Standards.</p> <p>3. Grade team leaders will meet weekly and ensure vertical alignment of the curriculum. They will then lead grade teams in this work</p>

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.).

Public School 97 currently encompasses three full day Universal Pre-Kindergarten classes. This enables a successful transition from early childhood programs to our elementary school program. Our Pre-Kindergarten classes help students develop language skills, social skills, and mathematical reasoning that better prepare them for transitioning into our kindergarten classes and build a bridge between the learning expectations of children and the standards for those attending our kindergarten through fifth grade. Our Pre-Kindergarten pedagogical staff attends professional developments to align school curriculum with the Common Core Learning Standards. Our Pre-Kindergarten teachers are given multiple opportunities to align their curriculum vertically with kindergarten teachers so students attending our kindergarten program are better prepared for early childhood learning. Our teachers also participate in parent teacher conferences and develop an open communication with parents through various activities and newsletters.

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

MOSL team comprised of teachers was created to make decisions in regards to MOSL assessments. Teachers, represented by grade leaders, will discuss and choose common assessments with administration. Teachers will create and choose formative assessments during Unit planning time. Teachers will be provided with PDs on analyzing student work and will continue using protocols for professional work

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

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

each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.				
Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	489,576.00	X	AIS teachers, Afterschool activities, Parent activities
Title II, Part A	Federal	77,016.00	X	Reducing Class size, Enrichment teachers
Title III, Part A	Federal	23,032.00	X	ESL Afterschool, ESL planning/testing
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	4,605,934.00	X	Staff salaries, per diem, per session

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

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

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

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

“Where Education is an Art!”
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IRINA CABELLO

Principal

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **PS 97, The Highlawn**, 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. **PS 97, The Highlawn** will support parents and families of Title I students by:

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school’s Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school’s Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school’s Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

School-Parent Compact (SPC)

PS 97, The Highlawn, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;

- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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>P.S. 97 The Highlawn School</u>	DBN: <u>21K097</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 checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>4</u>
of certified ESL/Bilingual teachers: <u>4</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: _

- This afterschool program is designed to provide homework help and structured opportunities for speaking, listening, reading, and writing. Through the use of technology, small group support, and hands on activities ELL students will work collaboratively and in a safe environment to build their English proficiency.
- All ELL students including beginner, intermediate, and advanced, as well as ELL students with IEPs are invited to this program. All grade levels K-5 are invited. Along with students, family members such as parents and grandparents, are also invited to the program.
- This program runs Wednesdays and Thursdays from 2:30 to 4:30.
- English is the primary language of instruction. However, all teachers are using bilingual strategies and bilingual and multilingual paraprofessionals provide additional support in students' native languages.
- Currently, four ESL certified teachers are teaching in this program.
- The following materials are being used for this program: Imagine Learning, teacher made materials for facilitating conversation (laminated pictures, language frames), leveled texts, manipulatives, language games, realia and so on.

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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: _____`

- All teachers, those providing ESL services as well as general education and cluster teachers, receive professional development focused on meeting ELLs' learning needs.
- All teachers receive this training. ESL certified teachers receive additional training focused on ELL topics, which they turnkey to their colleagues.
- Teachers meet once a month during the Monday 80-minute PD period to focus on a selected topic and/or throughout the school day.
- Topics to be covered include: proficiency-level appropriate learning strategies, methods for building academic vocabulary, building language proficiency and providing access to grade level content (making content comprehensible), various workshops related to integrating technology, and so on.
- PD workshops are planned and presented by administrators, teacher leaders, and invited experts.

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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: _

- Parents and teachers must work collaboratively to ensure that our students are making progress.
- Throughout the year we engage in multiple forms of parent engagement strategies. Notably, all ELLs' parents are invited to an after school E.S.L. Family Program, where they study English alongside their students and other members of the learning community. This program runs on Wednesdays and Thursdays from 2:30 to 4:30. In addition to the required parent meetings, we routinely provide parents with opportunities to meet with teachers and administrators and participate in our learning community. Translation is provided as needed.
- Topics to be covered include: how to create a literacy-rich environment at home, how to advocate for your child, homework help, workshops designed to teach parenting skills, and informational workshops related to ELL specific assessments, benchmarks, and learning goals. Translation is provided as needed.
- Parents are notified via written invitations (translated into their native languages), phone calls from the parent coordinator and teachers through face-to-face 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"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____

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.
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

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](#).

A. School Information

District 21	Borough Brooklyn	School Number 097
School Name The Highlawn		

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

Principal Irina Cabello	Assistant Principal Valerie Miller
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher Christina Smoudianis, ENL Teacher	School Counselor Janice Gonzalez
Teacher/Subject Area Elizabeth Modena, ENL Teacher	Parent Maureen Maxwell
Teacher/Subject Area Katarina Zajacova, ENL Teacher	Parent Coordinator Louisa Agrusa
Related-Service Provider Linda Goldenberg, IEP	Borough Field Support Center Staff Member Joanne Benoit
Superintendent Isabel DiMola	Other (Name and Title) Yulia Nazipov, ENL Teacher

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	4	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	2
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)	753	Total number of ELLs	214	ELLs as share of total student population (%)	22.9322.93%

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

A. ELL Programs

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 #
Transitional Bilingual Education	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	189	Newcomers (ELLs receiving service 0-3 years)	146	ELL Students with Disabilities	40
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	43	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										00
DL										00
ENL	145	0	20	43	0	20	0	0	0	188
Total	145	00	00	43	00	20	00	00	00	188

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
														00
														00
														00
TOTAL	00	00	00	00	00	00	00	00	00	00	00	00	00	00

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																
																			00	00
																			00	00
																			00	00
TOTAL	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00

* 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
									00	00
									00	00
									00	00
TOTAL	00	00	00	00	00	00	00	00	00	00

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	11	12	10	11	5	8								57
Chinese	23	24	16	8	14	12								97
Russian	4	3	0	0	0	2								9
Bengali	0	0	0	0	0	0								00
Urdu	1	2	1	0	1	1								5
Arabic	2	4	3	2	1	2								14
Haitian	0	0	0	0	0	0								00
French	0	0	0	0	0	0								00
Korean	0	0	0	0	0	0								00
Punjabi	0	0	0	0	0	0								00
Polish	0	0	0	0	0	0								00
Albanian	2	1	1	0	0	0								4
Other	0	0	1	1	0	1								3
TOTAL	52	46	32	22	21	26	00	00	00	00	00	00	00	189

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	5	6	4	3	3	3								24
Emerging (Low Intermediate)	4	9	11	3	2	2								31
Transitioning (High Intermediate)	17	6	7	0	4	1								35
Expanding (Advanced)	12	22	23	17	10	9								93
Commanding (Proficient)		3	2	2	3	5								15
Total	38	46	47	25	22	20	00	198						

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								00

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		3	18	14	12	7								54

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	10	8	1	0	19
4	9	5	1	0	15
5	15	6	0	0	21
6					00
7					00
8					00
NYSAA					00

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	6	1	9	2	4	0	0	0	19
4	2	2	6	3	1	1	3	0	12
5	2	6	5	1	1	2	0	0	08

6									00
7									00
8									00
NYSAA									00

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									00
8									00
NYSAA Bilingual (SWD)									00

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				
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:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.

Our school uses the following tools to assess early literacy skills: T.C., teacher created assessments, pre-assessments, running records and teacher observations including anecdotals. These tools provide insight on the students' English literacy capabilities. These create a springboard to help develop modified and scaffolded instructional materials to meet the needs of individual learners. Our instructional plan will be created around students' English literacy needs. We have used T.C. for our MOSL this past year and the results for our ELLs are as follows: 43 students in Kindergarten were assessed using TC, 43 ELLs scored below grade level, 7 scored at grade level, and 1 student scored above grade level. On first grade, 49 were tested. 45 scored below grade level, 2 students scored at grade level and 2 students scored above grade level. On second grade, 33 students were tested. 25 students scored below grade level, 6 on grade level, and 2 above grade level. On third grade, 23 students were tested. 19 students scored below grade level, 4 scored at grade level and there were no students scored above grade level. On fourth grade, 21 students were tested. 19 students scored below grade level, 1 student scored on grade level and 1 student scored above grade level.

This data shows that more emphasis must be placed on sheltered reading instruction. ELLs need more comprehensible input to use while reading. Strategies must be enforced on how to improve fluency, and comprehension. More AIS services for ELLs will be provided in order to close the reading gap. More reading software will be available for students to use in the classroom as well as at home. These softwares will help improve their comprehension, fluency and phonemic awareness. The programs that will be used include Moby Max and Imagine Learning. Imagine Learning is an interactive software that reads directions and passages to students in their native language. As students progress, more English will be exposed via this software.

2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

The patterns revealed across performance levels on NYSITELL and the NYSESLAT is that new comers (1-3 years of service) have not made significant progress in academic language. Where they have made impressive gains in basic communication skills, more time is needed for them to master academic language across all modalities. According to the NYSITELL data 66 students were identified as ELLs throughout the grades. Based on the results, 33 students were identified as beginners, 15 students were identified as intermediate, and 18 students were identified as advanced. These numbers configure to 50% beginners, 22% intermediate, and 27% advanced. According to the 2014-2015 NYSESLAT data 167 students took the exam. 17 students scored Entering, 26 students scored Emerging, 18 students scored Transitioning, 87 students scored Expanding, and 19 students Commanding. This configures to 10% Entering, 16% Emerging, 11% Commanding, 52% Expanding, and 11% Commanding. Based on this data, we will implement an ELL after school program and invite all ELLs via invitations sent home with students. During after school programs, we will reinforce skills and topics taught throughout the day as well as incorporate NYSESLAT preparation by new updated NYSESLAT books as well as teacher made resources.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAo tool](#))

We use the AMAO data to evaluate how our ELLs are making progress and if the progress is adequate. The NYSESLAT data reveals that according to AMAO 1 we are on or about the targeted percentage (66.4%). According to AMAO 2, we have fallen a bit shy of the target AMAO. The data reveals that we need to focus on our expanding ELL population, who are the majority of our ELL population, in order for them to reach the proficient/commanding level and meet the AMAO 3 target.

4. For each program, answer the following:

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

Throughout the grades and performance levels, we have noticed that our ELL students tend to develop their listening and speaking skills before their reading and writing skills. According to the data collected, we have noticed significant improvements in basic interpersonal communication skills. across grade levels and performance levels. In terms of test taking, the majority of our ELLs do not take tests in their native language, since they do not have the appropriate skills in the first language. School leadership and teachers use the ELL periodic assessments to determine which assessments are appropriate to use for our ELL population and also how to group our students when they are working collaboratively. As a result, the school is learning that our ELL population tends to struggle more with reading and writing, especially expressing their ideas. We also have learned that our ELL students struggle independently but tend to do very well in a group setting or with guidance from a teacher or paraprofessional. The home language is used to group students and communicate with parents.

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](#).]

As a school we use NYSITELL, NYSESLAT, and T.C, data to guide our instruction within the RTI framework. We also use teacher created assessments and observations to determine which ELLs need more sheltered instruction. When

looking at the RTI tiers of instructional support all our ELL students are initially at Tier I (Core of Instruction). This is where rigorous and evidence based curriculum as well as English language development is instilled on the students. Based on teacher observations, exit slips, and student work/participation we can determine which students begin to fall under Tier II (Double Dose of Instruction). These students receive more sheltered instruction, small group support, academic intervention services, and teacher will use more backward planning, UDL, and more native language supports for example Rosetta Stone and Imagine Learning are two programs we have implemented in our school After this support if the student still seems to be struggling then we will begin looking at them through Tier III (Intensive Intervention). At this point students will receive even more small group instruction as well as intense one to one support. A care team which is made up of an administrator, classroom teacher, ELL pedagogue, guidance counselor, IEP coordinator, and parent meet to discuss the student's progress and determine next steps and program placements.

6. How do you make sure that a student's new language development is considered in instructional decisions?
In making instructional decisions, we take into consideration a student's new language development. We focus on what prior knowledge is needed for the new lesson, incorporate visuals and technology, we anticipate any misconceptions and struggles they may have, and we modify and scaffold accordingly based on their language level. We also take into account any related stress factors the student may have and minimize this with adequate wait time and appropriate grouping and task.
 7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?
- N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
We evaluate the success of our ELL programs by using periodic assessments such as teacher observations, daily assessments such as EXIT slips, T.C. assessments, and NYSESLAT results.

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.
When a new student (first time in the D.O.E.) registers at school they are greeted by the school pupil accounting secretary, Laura Sorrentino. A trained pedagogue is then called to administer an interview to both the parent and student. These pedagogues are the ENL teachers in the school, who are all certified in TESOL, Christina Smoudianis, Elizabeth Modena, Katarina Zajacova, and Yulia Nazipov. The interview to the student is done in English and the interview to the parent can be done in either English or the home language (with the use of translators). The parent also must fill out the Home Language Identification Survey (HLIS) in either English or the home language. At this point the trained pedagogue will take into account what the student said, what the parent said, and what the HLIS form states, and determine whether or not the student is eligible for NYSITELL testing. If eligible one of the trained pedagogues stated above will administer NYSITELL in a separate location one to one within 10 days of school. The pedagogue will also determine whether or not to administer the Spanish LAB (based on NYSITELL results and home language). If needed, this is administered by Katarina Zajacova and a translator in the school, paraprofessional Ana Arias, also within 10 days of school. If the student is identified as an ELL based on NYSITELL, the parent is invited back to a meeting held by the ELL pedagogues, Christina Smoudianis, Elizabeth Modena, Katarina Zajacova, and Yulia Nazipov, where the program choices for ELLs offered through NYC are discussed and explained. Translators are also available for this meeting (assistant principal Valerie Miller-Spanish, assistant principal Ai-Huei Chang-Chinese, ENL teacher Yulia Nazipov-Russian, and paraprofessional Violet Said-Arabic). The parents are also shown the parent choice video on the DOE website, first in English and then in their native language. After this, parents are encouraged to make a 1st, 2nd, and 3rd choice of what program they would like for their child. This meeting is also held within the first ten days of registration. After the meeting is held parents are notified via letters sent by Christina Smoudianis and Elizabeth Modena sent home with the child both in English and in the native language (if available) what program the child is placed in. Copies of the letters are filed and kept in a secure location by Christina Smoudianis and Elizabeth Modena. Parents also receive these letters within the first 10 days of school.

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).

SIFE students are identified by the use of varied assessments such as, T.C. assessments, teacher created assessments, and teacher observations. It is also imperative to create an open relationship with the parents to get a sense of where the student came from, where they have been, and what have they been doing the last few years/months. It is also important to acquire any testing history on the student to see when their education was interrupted and for how long. Test history also gives the teacher an idea of what level the student was in the past. Within 30 days of enrollment or re-enrollment, parent and child are given the SIFE Oral Interview Questionnaire, by Christina Smoudianis and Elizabeth Modena. This questionnaire gives us valuable and specific information about the student's personal and language information, the student's family and home background, and the student's educational history. Based on the questionnaire, we also ask information and find out all about their language and literacy practices. The information from this questionnaire is used to assess if and how much formal education was interrupted.

2. 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).

When a student enters the school with an IEP, the ELL identification steps are taken to see if the student is eligible for NYSITELL testing (see Part IV question 1) the IEP specialist is called to view the IEP and make appropriate placement for the student. The Language Proficiency Team members consist of Irina Cabello, principal, Valerie Miller, assistant principal, Ai-Heui Chang, assistant principal, Linda Goldenberg, IEP specialist, Christina Smoudianis, ELL Coordinator/ENL teacher and Elizabeth Modena, ENL teacher, as well as the child's parent/guardian. If a translator or interpreter is needed the school provides one if available (See Part C Question #3 for list of school translators). If translator is unavailable, the translation line is used. If applicable SIFE Questionnaire is also brought to the team care meeting and is administered to the student. After a decision is made, the parent/guardian has 20 days to accept or reject LPT recommendations. If student is also identified as an ELL, student will be appropriately placed in an ELL program the parent chooses (if available in school), or program offered in school at the time, within 10 days of registration.

3. 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.

ENL pedagogues (Christina Smoudianis and Elizabeth Modena) fill out and send home entitlement and non-entitlement letters to parents in English and in the home language within five days. Copies are made of each letter and files are kept in the ENL department for our records.

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

Parents are informed that they have the right to appeal ELL status within 45 days of enrollment at meetings given by the ENL teachers (translators provided).

5. 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.

Within the first ten days of school, we plan two meetings and invite all the parents of ELLs who are new to our school. Invitations in the form of letters are sent home to parents in both English and the native language. Two different dates and times (one morning and one afternoon) are given for the parents' convenience. Copies of these invitations are kept in the ENL department for our records. At the time of the meeting, the ENL teachers (Christina Smoudianis, Elizabeth Modena, Katarina Zajacova, and Yulia Nazipov) present all three options with a description of each (translators are also provided). The video from the D.O.E. is then shown in English and any other language needed so parents have further explanation of the three programs. At this point the ENL pedagogues and translators will assist parents in completing forms and collect them and make copies for department records, kept and filed by Christina Smoudianis and Elizabeth Modena (originals in the students' CUME folder). If a TBE/DL program becomes available those parents will be notified via phone call home and letters sent home with students (in English and native language).

6. 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 parents cannot attend a program choice meeting, we make efforts to contact the parents in English and in their native language. We also try and set up private appointments at the parents' convenience. We monitor the parent choice forms by entering the choice in ATS and then keep a copy for our records in the ENL department (original form goes in student's CUME folder). If a TBE/DL program becomes available those parents will be notified via phone call home and letters sent home with students (in English and native language).

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

Parent Survey and Program Selection forms are available in both English and in the home language. Two parent meetings are held within 10 days of school. These meetings are given by the ELL pedagogues, Christina Smoudianis, Elizabeth Modena,

Katarina Zajacova, and Yulia Nazipov. Invitations to these meetings are sent home in both English and the home language with students. At the time of the meeting, the ENL teachers (Christina Smoudianis, Elizabeth Modena, Katarina Zajacova, and Yulia Nazipov) present all three options with a description of each (translators are also provided). The video from the D.O.E. is then shown in English and any other language needed so parents have further explanation of the three programs. At this point the ENL pedagogues and translators will assist parents in completing forms and collect them and make copies for department records, kept and filed by Christina Smoudianis and Elizabeth Modena (originals in the students' CUME folder). On the very rare occasion that we have incomplete parent choice forms, we make a documentation of all the efforts that were done and place the student with a TBE choice by default.

8. Describe how your school ensures that placement parent notification letters are distributed.
Once students are placed in a program, letters are sent home to parents in both English and the native language to notify them about which program the child is placed in. These letters are sent home with students via backpack. Copies of all these letters are kept in the ENL department for our records, by ELL pedagogues Christina Smoudianis and Elizabeth Modena. The originals are placed in the student's CUME folder.
9. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). The ENL department keeps binders with copies of each form (HLIS, entitlement/non-entitlement letters, placement letter, and parent choice form) for each student. The originals are placed in the student's CUME folder.
10. 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.
The school secretary Laura Sorrentino prints out RLER ATS report for a list of all ELLs to be tested. As a department we create an ongoing database of all the ELL students in our school. This allows us to keep track of each ELL students' date of birth, osis number, home language, ELL level, and parent choice. This also allows us to keep track of when ELLs are admitted to or discharged from our school. Christina Smoudianis and Elizabeth Modena cross reference ATS report with ELL database. We also keep a record of ELLs by grade and class, which we use when scheduling the NYSESLAT. Christina Smoudianis and Elizabeth Modena then create schedules of ENL students in each class to be tested each day within the testing window. Speaking portions of the NYSESLAT are done first and on a one to one basis, within the testing window with room for make-ups if student is absent on day of exam. Speaking is administered by one of the trained ELL pedagogues (ENL teachers, Christina Smoudianis, Elizabeth Modena, Katarina Zajacova, and Yulia Nazipov) other than the students' ELL provider. The other three modalities (Listening, Reading, and Writing) are given within three consecutive days in a group setting by grade level (groups and schedules will stay the same for all 3 days). These modalities are administered within the testing window, with room for make-ups if a child is absent for any one of the parts. These sections are administered by trained pedagogues including- Christina Smoudianis- ENL teacher, Elizabeth Modena- ENL teacher, Katarina Zajacova- ENL teacher, Yulia Nazipov- ENL teacher, Lisa Hopkins- AIS provider, Lori Bernstein- AIS provider, Diane Kasdan- AIS provider, and Linda Goldenberg- IEP specialist. All absentees are taken into account and made up on a later date within the testing window.
11. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Once NYSESLAT results are analyzed, continued entitlement and transition letters are sent home to parents with the students in their folders, in both English and the native language to notify them of their child's progress. Copies of all these letters are kept in the ENL department for our records, by ELL pedagogues Christina Smoudianis and Elizabeth Modena.
12. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
After reviewing the Parent Survey and Program Selection forms for the past few years, 80% of parents chose ESL as their child's program choice. The model program in our school (ESL now ENL) is aligned to parent requests since the majority of parents have chosen ESL (now ENL) and have voiced how they want their children immersed in the English language.

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.

In the ENL program instruction is provided to ELLs in both integrated and standalone settings. The ENL students are placed in classrooms based on grade in heterogeneous grouping. The ENL teacher then supports the students in an integrated setting. The ENL teacher will also provide homogeneous services in a standalone setting based on students' skills and proficiency levels.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

The school ensures that mandated service minutes are met by hiring adequate staff to service the amount of ELLs for the appropriate times according to the new mandates. All ENL teachers take attendance to keep track of their students' minutes. Classroom teachers receive lists of their ELL students with service times. Minutes will be delivered based on the new changes on the CR Part 154.2. The students will be serviced via the following: Entering students will receive 180 integrated minutes and 180 stand alone minutes, Emerging students will receive 180 integrated minutes and 180 stand alone minutes, Transitioning students will receive 180 integrated minutes, Expanding students will receive 180 integrated minutes, and Commanding students will receive 90 integrated minutes for 2 years. ENL teachers, classroom teachers, and administration will all be knowledgeable of the new mandates
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.

In the ENL program model core content is delivered with multiple entry points. For example use of visuals, graphic organizers, modified tasks, scaffolds, modeling, wait time, use of technology, backward planning, and keeping in mind the universal design for learning. The materials used to execute these lessons are GoMath, Journeys, MobyMax, Sheltered English Instruction, Stand-alone ENL services, and teacher created resources. ENL teacher scaffolds and modifies to meet the language needs of ELLs. Content is grade specific and aligned to common core learning standards. ELL lessons are designed around the common core and around the students' needs for all content areas.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

Spanish LAB-R is administered to newly identified ELLs whose home language is Spanish.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Throughout the school year students are given tasks using all four modalities. Through the use of formal and informal assessments, such as rubrics, teacher observations, portfolios, exit slips, peer evaluations, and classroom conversations (peer to peer, student to teacher), all four modalities can be assessed.
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

For each ELL subgroup instruction is delivered in the following ways. For SIFE students the teacher begins to help the student acclimate back by using backwards planning and knowing where the student left off. Instruction for newcomers is mostly concentrated on developing early language skills, such as social communication and learning how to identify places, objects, and people. Instruction for developing ELLs consists of using academic language to start expressing themselves verbally in full thoughts and sentences. Also having students apply their knowledge to complete tasks using all four modalities. When it comes to long term ELLs the goal is to have students work more independently to expand the skills and vocabulary they have acquired. More emphasis is placed on having students think longer and deeper to express their thoughts through conversations and writing. For former ELLs we constantly provide them with opportunities to reflect on their progress and have them work more closely with native language speakers to expand their vocabulary. As for new mandates, former ELLs are also given 90 minutes of integrated services

for 2 years after exiting ELL status. All ELLs and former ELLs (for 2 years) are given testing accommodations for state exams. Time and a half is given, as well as translated versions or oral translators for science and math exams.

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.

Whether or not the appeal has been reversed or not, and regardless how the student is identified (ELL or non-ELL), a student's academic progress will not be affected or compromised. Throughout the school building there are co-teaching classrooms, small group instruction, and heterogeneous grouping, that all students are part of. Academic progress is ensured by communication with the parent/guardian and the student's teachers. Weekly progress will be communicated to parents to ensure a smooth transition. Students will be immersed slowly into or out of an ELL program. Within 45 school days, parents/guardians have a right to appeal the school's findings. The Re-Identification process allows schools, parents, and students who believe a student may have been misidentified as an ELL or non-ELL to request that the ELL Identification Process be administered a second time. The Re-Identification Process will be completed within 10 school calendar days of receipt of written notices. This process is as follows: 1- School receives written request to initiate the Re-Identification Process. 2- The school will then review all documents related to the initial or reentry identification process. 3-The school will review the student's work in English and the home language. 4- The School may initiate the NYSITELL if the student was not given the NYSITELL based on earlier determination. 5- The School will then consult with the parent/guardian. 6-Qualified pedagogues will assess the student's ability in listening, reading, writing and speaking in English. If the student is suspected of having a disability which may skew the results of any part of the assessment, appropriate staff will meet with the Committee on Special Education. 7-Based on the recommendation of qualified personnel, the school Principal will then decide whether or not to change the student's ELL status. 8- Written notification of the decision will be sent home to the parent/guardian. 9-Parent/guardian will then sign the recommendation and all pertinent documents and recommendation will then be sent to the school's superintendent for a final decision. 10- Written notification from the superintendent will then be sent to the school's principal as well as the parent/guardian in the parent/guardian's preferred language within 10 school days from receipt of documentation. If the decision is to change ELL status, the ELL program must be modified. All documents must be kept in the student's CUME folder. Between 6 and 12 months the principal will then review the Re-Identification process decision to ensure that the student's academic progress has not been adversely affected by the determination.

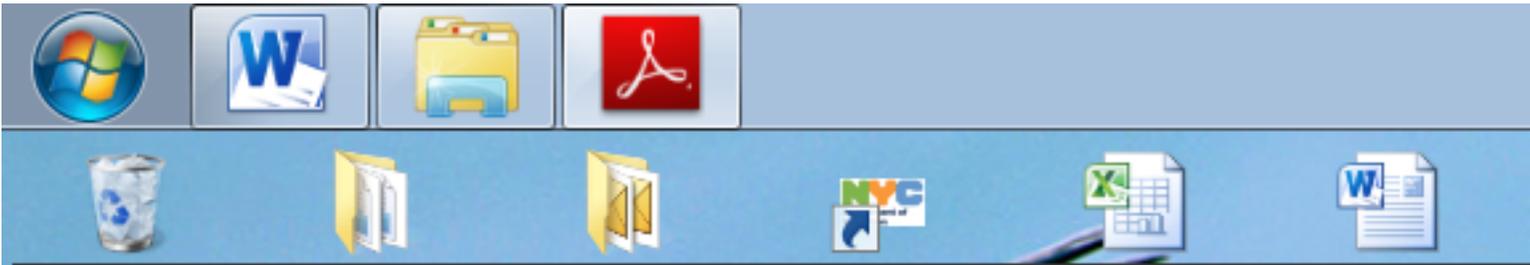
Qualified personnel to manage both the Initial Identification and the Re-Identification processes include: Irina Cabello, (School Principal) Valerie Miller (Assistant Principal), Laura Sorrentino (Pupil Accounting Secretary), Linda Goldenberg (IEP Coordinator), Christina Smoudianis (ENL Coordinator) and Elizabeth Modena (ENL Teacher).

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?

Some instructional strategies and grade level materials that teachers of ELLs/SWDs use are the use of technology, visual aids, labeling, modified texts, flexible grouping, and realia. Teachers work collaboratively to plan appropriate and effective lessons to meet each students' individual needs. The materials used to execute these lessons are GoMath, Journeys, Sheltered English Instruction, Stand-alone ENL services, and teacher created resources. ENL teacher scaffolds and modifies to meet the language needs of ELLs. Content is grade specific and aligned to common core learning standards. ELL lessons are designed around the common core and around the students' needs for all content areas. Technology is also incorporated by the use of Laptops, ipads, and Smartboards throughout the school building. Softwares are also used to increase English language acquisition skills such as MobyMax, as well as Rosetta Stone and Imagine Learning, which both offer native language supports. Native language supports are also supported with the use of bilingual books, bilingual dictionaries, and native language books. All school personal who work closely with the ELL/SWDS, are aware and have access to their IEP. Schedules and mandated services such as ENL, speech, O.T., P.T., and counseling are created and shared with administration, IEP specialist, and classroom teachers to ensure that all students are receiving proper mandates and services. ELL students' whose IEP mandates bilingual services, receive a one to one bilingual paraprofessional for support throughout the day.

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?

The school ensures that IEP goals are attained by planning instruction with the IEP goals in mind. Also knowing that it is a team effort, where all teachers and paras work together to ensure students are receiving what they need to succeed. The school also provides students with mainstreaming opportunities for all IEP students throughout the grades. ELLs who are identified as also being learning disabled are first placed in an ICT setting, which is the least restrictive setting.



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Part 154-2 (K-8) English as New Language (ENL)

All ENL classes, including Integrated and Stand-Alone ENL

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 ()
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.)	()
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	()
TOTAL	360 minutes per week	360 minutes per week	1
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		I E c I A A c

The maximum allowable grade span for grouping instruction in grades K-12 English Language Learners in a special education class, as defined by day.

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



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CR Part 154-2 (9-12) English as New Language

All ENL classes, including Integrated and

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)
ENL INSTRUCTIONAL TIME (MINIMUM)	<i>3 units of study per week (540 min.)</i>	<i>2 units of study per week (360 min.)</i>
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.)
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <u>or</u> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)
TOTAL	<i>540 minutes per week</i>	<i>360 minutes per week</i>
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher	

The maximum allowable grade span for grouping instruction in grades K-12 English as a Second Language (ESOL) classes, including English Language Learners in a special class, as defined by section 200.1(uu) of this Title 80.

*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.

Home Language Usage/Support	Transitional Bilingual Education (TBE)				
100%					
75%					
50%					
25%					
	Dual Language				
100%					
75%					
50%					
25%					
	Freestanding ENL				
100%					
75%					
50%					
25%					
TIME	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING

A. Programming and Scheduling Information--Continued	
10.	<p>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.</p> <p>The targeted intervention program the school offers is Academic Intervention Services (AIS) in ELA. Through the use of technology, for example using ipads in the classroom to work on various educational programs, students can work on reading skills. AIS teachers use various methods to work on decoding and comprehension skills with at risk students, including transitioning and expanding ELLs. Academic after school programs will be offered throughout the school year in content areas such as ELA, math, science and social studies. All students including ELLs and SWDS will be invited to join these programs through invitations sent home with students. The students below grade level who are at risk based on state exams and classroom benchmark assessments will have first priority for these programs. In these programs, ELLs will be provided with native language supports such as bilingual dictionaries, laptops, ipads, Rosetta Stone, and Imagine Learning.</p>
11.	<p>Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.</p> <p>This year our new ENL model that we have decided to implement is more of a integrated ENL co-teaching model. This will ensure that ELLs receive the most effective instruction combining ELL methodologies and scaffolds in the classroom setting. Every Tuesday, teacher teams meet to analyze, discuss and grade student work. Student work includes daily assignments and benchmark assessments in all content areas. This includes math chapter tests, T.C. reading assessments, running records, Journeys tests, and teacher conference notes. The reading program chosen, Journeys, is cross-curricular and exposes students to science and social studies texts. Decisions on instruction and curricula is then made based on student data. All teachers are aware that they are teachers of ELLs, because all the ELL pedagogues create lists of ELLs and former ELLs in each class, with the ELL level, and mandated services, This is shared with all teachers and administrators in the school.</p>
12.	<p>What new programs or improvements will be considered for the upcoming school year?</p> <p>A new program or model that we will be implementing is an ENL co-teaching model, where the ENL teacher works collaboratively in the classroom with the general education teacher. We will also be focusing on ELLs and math problem solving skills to increase their progress in this area.</p>
13.	<p>What programs/services for ELLs will be discontinued and why?</p> <p>The one dimensional ESL pull out program that we implemented last year will be discontinued and replaced with a co-teaching more integrated approach, with a small percentage of pull-out.</p>
14.	<p>How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.</p>

All ELLs are invited to school programs to ensure they have equal access to them. These programs include Saturday Academy and after school programs. Also clubs will be available to ELLs to incorporate learning and the arts. After school programs offered to ELLs include ENL after school programs where classroom curriculum is reinforced, skill based learning is taught, and all four modalities are incorporated into instruction. ELLs also participate in other after school programs such as sports and arts and crafts. All ELLs are invited to fully participate in each of these programs. Each program in our school must have ELL participation to ensure all ELLs have equal access.

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.

The instructional materials that are used to support ELLs are the use of technology. For example we use Smartboards to share interactive read alouds, as well as videos and visual aids. Students are also exposed to ipads and laptops which allow them to use the language support program Imagine Learning. They are also able to access native language supports such as Google translate. Other materials used are modified texts, graphic organizers, picture dictionaries, bilingual dictionaries, and educational games.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

The native language is supported in the ENL program with the use of native language supports, such as Google translate, bilingual books and dictionaries, and collaborate discussions with peers in the native language. Bilingual paraprofessionals are also available to assist students who require additional supports.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels. Teachers throughout the school carefully select materials for their students that are age and grade appropriate but still challenging enough to meet the Common Core Standards.

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).

Activities that assist ELLs and their parents throughout the school year, regardless of entry date, include: Back to School Night, Family Fun Nights, parent meetings, after school programs, and weekly clubs.

19. What language electives are offered to ELLs?

N/A

20. For schools with dual language programs:

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

N/A

B. Professional Development and Support for School Staff

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

The professional development plan for ELL personnel at the school involves offering both on site and outside opportunities to grow as ELL educators. ELL teachers are exposed to instructional and trained in the logistical matters that are required to meet legal mandates. ELL educators are encouraged to seek out any professional development that they feel will be beneficial for them to continue to grow as a pedagogue. ELL pedagogues as well as all teachers in the school building attend weekly in house profession developments. These P.D.s are span throughout the content areas and are given by in house personnel as well as out of house personnel. P.D. s are also given to entire staff members by the principal, Irina Cabello, as well as the two assistant principals, Valerie Miller and Ai-Huei Chang. These workshops are on various topics and content areas that address the Common Core Learning Standards, Danielson's framework, data, technology, etc. Professional developments are also given to entire staff members by the ENL department, including the ELL Coordinator, Christina Smoudianis, Elizabeth Modena, Katarina Zajacova, and Yulia Nazipov. Topics include 101 of new ELL Mandates/Changes to CR Part 154, ELL Strategies and Tips in the Classroom, Reading and Writing Strategies for ELLs, etc. Staff membes involved in these P.D.s include 2 assistant principals, 2 school secretaries, 30 general education teachers, 14 special education teachers, 1 special education/IEP coordinator, 4 ENL teachers, 4 AIS teachers, 2 science/social studies clusters, 2 library clusters, 1 art cluster, 1 chess cluster, 1 computer/dwc cluster, 1 music cluster, 1 physical education cluster, 2 occupational therapists, 1 physical therapist, 1 school nurse, 2 social workers, 3 speech providers, 1 school psychologist, 1 bilingual school psychologist, 1 guidance counselor, 1 family worker, 1 parent coordinator, 1 family assistant, and 15 paraprofessionals.

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
- The professional development offered to teachers in supporting ELLs as they engage in the Common Core Learning Standards include curriculum and instructional professional developments. Teachers are exposed to multiple ways to use the curriculum and continue to create supports needed to complete tasks. Ongoing teacher conversation and collaboration also continues to thrive instruction for ELLs forward.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
- This year we have started to have fourth and fifth grade classes departmentalize to get them ready for middle school. Staff assists ELLs with this by inter-visitations to see how other schools work and by co-planning with content area teachers.
- 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 record-78-s are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
- The school offers many on site and outsourced professional developments for staff. On site professional developments include: co-teaching models, curriculum planing and close reading strategies; to name a few. Outsourced professional developments include: NYSESLAT training, Nuts and Bolts of ENL programing, and reading strategies that best support ELL progress in ELA. Agendas and attendance records are kept in secure binders on school premises.

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?
- We provide annual individual meeting with parents of ELLs on an individual basis. We encourage parents to meet with teachers as well as make phone calls when needed. Monthly newsletters are also sent to parents in order to keep them apprised of what their child will be academically accomplishing.
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.
- Individual care team meetings are held in order to discuss plans to best service students. The team members include the parent of the child, general education teacher, ENL teacher, administration, school phycologist, and IEP specialist. This also includes the RTI-core team. All paperwork, attendance, and agendas are kept in a secure location on site.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
- The parent involvement activities for ELL parents include the school hosting family fun nights, afterschool programs that allow parents to learn English through Rosetta Stone and monthly breakfasts with the principal. We also have translators in our school to assist parents of ELLs when ever necessary and possible. These translators include for Spanish speaking parents- Valerie Miller, A.P., Linda Goldenberg, IEP Specialist, Ana Arias, paraprofessional, Ketty Melo, paraprofessional, Fatima Cabrera, school aid, and Janice Colon Gonzalez, social worker. For Slovakian speaking parents we have Katarina Zajacova, ENL teacher. For Russian speaking parents we have Yulia Nazipov, ENL teacher, Nailya Abramov, speech provider, Alona Altman, speech provider, Irina Cabello, principal, Monica Tworek-Gonzalez, paraprofessional, Ina Rybalova, paraprofessional, and Kevin Shoiketbrod, special education teacher. For Arabic speaking parents we also have Violet Said, paraprofessional. For Cantonese speaking parents we have, Lillian Tan, paraprofessional, Lia Mui, paraprofessional, Polly Yeo, paraprofessional, Diana Young, paraprofessional, Michelle Cheung, occupational therapist, and Arleena Duong, physical therapist. For Mandarin speaking parents we have, Ai-Huei Chang, A.P., Lillian Tan, paraprofessional, Lie Mui, paraprofessional, and Polly Yeo, paraprofessional. For Greek speaking parents we have, Christina Smoudianis, ENL teacher. For Italian speaking parents we have, Cecilia Caragiulo, paraprofessional, Frank Modena, general education teacher, Elizabeth Modena, ENL teacher, Louisa Agrusa, parent coordinator, Theresa Mancini, special education teacher, Christina Coscia, general education teacher, Antoinetta Rubino, general education teacher, Marianna Rubino, general education teacher, Angela Cisternino, computer teacher, Antonina Nuccio, school aid, Angela Nassisi, school aid, and Carolina Colluccio, school aid. If there is no translator available at the time or language is not offered, school will use the translation line to interpret and assist parents.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
- After school agenices such as BCA (Brooklyn Chinese Association) and CPC are offered at the school. These associations also assist for parent outreaching, for example parent teacher conferences.
5. How do you evaluate the needs of the parents?
- We evaluate the needs of parents many ways. We hold parent meetings, breakfast with the principal and parent surveys (available in native language) to gauge the effectiveness of our programming as well as after school curricula.
6. How do your parental involvement activities address the needs of the parents?

We offer many opportunities for the parents to be involved in school decisions. Surveys, parent meetings, breakfast with the principal, weekly parental involvement sessions, ELL parent afterschool program, Rosetta Stone being offered, and provide opportunities for their child to receive support where requested.

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: 21K097 School Name: The Highlawn
Superintendent: Isabel DiMola

Before you begin, please check the following:

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

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

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

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

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

During Registration parents fill out the HLIS. Parents preferred method of communication is also indicated on the Emergency Contact cards. Additionally, this school year every classroom teacher will send a brief language survey home that is translated in ALL languages. This will allow us to compile a master school list of preferred written and oral language for all grades and classes.

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.

ALBANIAN	oral= 6	written=5
ARABIC	oral= 10	written=10
BENGALI	oral= 1	written=1
CHINESE (ALL)	oral=203	written=206
HUNGARIAN	oral= 1	
ITALIAN	oral= 2	written= 2
KOREAN	oral= 1	written= 1
ENGLISH	oral= 415	written= 409
RUSSIAN	oral= 8	written= 8
SPANISH	oral= 71	written= 72
TADZHIK (AKA TAJIK)	oral= 1	written= 1

URDU	oral= 4	written=4
VIETNAMESE	oral= 7	written= 7

Part B: Creating a Communications Calendar

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

Parent Calendar (monthly), Parent Workshop notifications (ELA, math, test stress), Family Fun Night (every other month) Breakfast with the Principal notifications (monthly), PTC letters, NYS testing letters, DOE required letters, PTA letters, Trip Slips, After School Letters (BCA)

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

Curriculum Night- September 17th
 PTC- November 4th and 5th
 PTC- March 3rd and 4th
 PTC May 12 th
 Breakfast with the Principal - 3 rd Friday of every month
 PTA meetings- monthly
 Family Fun Nights- every other month
 Monthly Parent Volunteer Day
 BCA After School Orientation (September)

Part C: Providing Language Assistance Services

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

School Staff is used to translate all documents. If we are unable to translate in house we use the service provided by the Translation and Interpretation Unit. Creating a school wide master list of preferred written language will allow us to easily provide the appropriate translation.

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.

School staff is used to translate during meetings, informal conversations and events. We also provide staff members access to over-the -phone interpreters if needed. Also, all staff members (including our school safety agent) is provided with a list of the languages that our staff members speak and how to contact them if they need a translator.

Part D: Training Staff on Policies and Procedures

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

At the beginning of the school year the administrators will review Chancellors Regulation A-663 with ALL staff members during professional development. During this time we will ensure that staff members understand and have access to appropriate translation and interpretation services. They will also receive palm cards and language ID guides.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

We've already requested these documents from the Translation and Interpretation Unit. We also have the Welcome Poster, Palm Cards and Language ID Guide visible for all visitors at the security desk and main office.

Part F: Monitoring and Quality Control

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

In addition to the DOE Parent Survey we will create a school wide survey that determines the quality and availability of language services.