

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

20K104

School Name:

P.S./I.S. 104 THE FORT HAMILTON SCHOOL

Principal:

MARIE DIBELLA

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: P.S./I.S. 104 School Number (DBN): 20K104
Grades Served: K-8
School Address: 9115 5th Avenue Brooklyn, NY 11209
Phone Number: (718) 836-4630 Fax: (718) 836-9412
School Contact Person: Suzanne Gatto, Assistant Principal Email Address: sgatto@schools.nyc.gov
Principal: Marie J. DiBella
UFT Chapter Leader: Josephine Galante
Parents' Association President: Sophia Koutouzis
SLT Chairperson: Marie J. DiBella
Title I Parent Representative (or Parent Advisory Council Chairperson): N/A
Student Representative(s): N/A

District Information

District: 20 Superintendent: Karina Costantino
Superintendent's Office Address: 415 89th Street Brooklyn, NY 11209
Superintendent's Email Address: Kcostan@schools.nyc.gov
Phone Number: (718) _ 759-4812 Fax: (718) 759-4842

Borough Field Support Center (BFSC)

BFSC: Brooklyn South Director: Cheryl Watson-Harris
Director's Office Address: 415 89th Street Brooklyn, NY 11209

cwatsonharris@gmail.com

Director's Email Address:

(718) 759-4839

(718) 759-4842

Phone Number:

Fax:

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)
Marie J. DiBella	*Principal or Designee	
Josephine Galante	*UFT Chapter Leader or Designee	
Sophia Koutouzis	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative (staff), if applicable	
N/A	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>	
N/A	CBO Representative, if applicable	
Suzanne Gatto	Assistant Principal	
Enid Febus	Parent	
Sheila Higginson	Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Sherin Ismail	Parent	
Angela Diyarza	Parent	
Alisse Silverman	Teacher	
Suzanne Strano	Teacher	
	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.

There are several pieces of critical information important to understanding the P.S./I.S. 104 school community.

First, we are a Campus School who shares our building with P53, a District 75 program. Within the framework of collaborating with this school, we have implemented an Inclusion Program offering 10 students in grades 2 – 6 from District 75 an opportunity to be included in our general education classrooms. Additionally, we have been fortunate to provide Integration to several more severely handicapped students in multiple aspects of our school community. Approximately 10% of our students come from the Fort Hamilton Army Base. This population is transient in nature with significant changes each year. These students have experienced great difficulty in keeping up academically as the Common Core Curriculum is not followed in Embassy Schools throughout the world. Additionally, these students experience separation anxiety due to the constant deployment of one or, in many cases, both parents.

13% of our students are Students with Disabilities. The needs of these students range from mild disabilities in terms of speech and language to more severe disabilities such as ambulatory, ID and emotional needs.

An additional student population we are addressing is our English Language Learners. 10% of our student population is comprised of English Language Learners. What makes our ELLs unique is the varied home languages our school services. We have 9 primary languages which does not allow numbers of contiguous students to allow for bi-lingual or TBE/Dual Language programs.

Although we are a Kindergarten through Grade 8 school, each year 1/3 of our grade 6 student population transfers from other schools in and out of district.

We are not a Title I school which seriously affects our overall budget. This lack of funding does not enable us to fund critical positions for a school of our size, such as Coach or Lead Teacher. This impacts on our ability to provide professional development from outside sources and funding for our teachers to attend outside professional development. We are unable to offer supplemental programs or expand our arts programs. Additionally, we must utilize Military Life Counselors and NYU Counselors provided through the Fort Hamilton Army Base, due to a lack of funding for an additional Guidance Counselor position.

Lastly, we work hard to maintain a cohesive environment despite the fact we are located in two separate buildings. Our Kindergarten and 1st Grade are housed in an Annex on 89th Street.

The elements of the Framework for Great Schools in which we made the most progress over the past year are as follows:

Rigorous Instruction:

After reviewing the School Quality Guide Workbook 2014-2015, we determined that 41.3% of our students were at Level 3 or 4 in ELA as measured by the 2014-2015 NYS Exam. We have identified approximately 115 students at level 1 and up to a proficiency of 2.25 on the NYS ELA exam. Additionally, approximately 65 students in grades K-3 have been identified through Fountas and Pinnell, Orton Gillingham and Scantron Baseline Assessments. These students have been targeted for small group instruction and explicit teaching strategies in order to move them to Level 3 or 4.

After reviewing the School Quality Guide Workbook 2014-2015, we determined that 43.7% of our ELL students were at the 75th Growth Percentile or higher as measured by the 2014-2015 NYS ELA Exam. We have identified 12 students in grades 5-8 currently at the 75th Growth Percentile or higher. We further identified 11 ELL students in grades 5-8 between the 24 – 74 percentile range. All ELL students have been targeted for support through a restructured ENL program focused primarily on a push-in model with an emphasis on language instruction in ELA. Teachers collaborate to plan lessons to meet the needs of the ELL students.

After reviewing the 2014-2015 School Quality Guide Workbook, we determined that the percent proficient in ELA for Self-contained students is 2.6%. The percent proficient in ELA for ICT students is 4.7% and for SETSS students 24% which is slightly below the average of the peer range. As a result, we have made targeted intervention in ELA for our SWDs a goal for the 2015-2016 school year.

Collaborative Teachers:

In the 2014 – 2015 school year, all students were engaged in many literacy and math Common Core Learning Tasks K-6 and in the Junior High School, in each core subject area. Teachers engaged in work around developing a common lens for looking at and understanding student work. This work led the teams and administration to the understanding that our next steps must include differentiated professional development to meet the different needs of the staff.

In response to this need, the administration will identify strengths within the teaching staff enabling us to develop a mode of teacher-led professional development.

Strong Family-Community Ties:

After reviewing the results of the 2014-2015 Learning Environment Survey, we noted that in the area of Strong Family-Community Ties we had 78% positive responses as compared with 84% positive responses citywide. In further review, we noted that we had 57% positive response to the question, “How often have you communicated with your child’s teacher about your child’s performance.” Additionally, we had 36% positive response to the question, “How often have you volunteered time to support this school.” This area included volunteering in classrooms, helping with schoolwide events etc. As a result, we have made strong family-community ties a goal for the 2015-2016 school year.

20K104 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01,02,03,04,05,06,07,08	Total Enrollment	1201	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	38	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	11	# Music	13	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population	N/A	% Attendance Rate		95.2%
% Free Lunch	56.9%	% Reduced Lunch		10.3%
% Limited English Proficient	10.2%	% Students with Disabilities		13.6%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.2%	% Black or African American		4.1%
% Hispanic or Latino	26.8%	% Asian or Native Hawaiian/Pacific Islander		18.5%
% White	48.7%	% Multi-Racial		1.8%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	17.74	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)	1	# 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)		2.7%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		6.56
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	38.3%	Mathematics Performance at levels 3 & 4		53.2%
Science Performance at levels 3 & 4 (4th Grade)	90.9%	Science Performance at levels 3 & 4 (8th Grade)		69.1%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		100.0%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	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		YES
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	YES	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.

While the majority of our teachers are overall Effective based on a review of the June 2015 Advance MOTP Summary Report, we would like to continue and enhance our work in small group instruction with a particular focus on student sub-groups such as: ELLs and SWDs. We have demonstrated growth as measured by an increase in data of Scantron reading levels, growth demonstrated between Fall and Spring Benchmarks in ELA and growth measured on Periodic Assessments.

In addition, we want to generate engagement in the classrooms around rigorous instruction with new initiatives to support students’ learning aligned to the Common Core.

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 teachers will implement targeted ELA instructional strategies that will result in a 5% increase of literacy skills of ELLs and SWDs, as measured by Orton Gillingham, Scantron and Achieve 3000 benchmark 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) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>*Supporting the Standards ELA</p> <ul style="list-style-type: none"> - breakdown of the standards into learning targets - AIS teacher led workshops 	<p>AIS Grades 3-8</p>	<p>September 2015- June 2016</p>	<p>3 AIS Service Providers (2 ELA)</p>
<p>*Achieve 3000</p> <ul style="list-style-type: none"> -content area literacy skills that tailor literacy work according to each student’s Lexile -lessons are content specific -Professional development provided through Achieve 3000 -Parent Workshops around Achieve 3000 	<p>SETSS K-8</p> <p>Self-contained Special Ed K-8</p> <p>ICT Spec Ed</p>	<p>September 2015- June 2016</p>	<p>SETSS Providers</p> <p>Self-contained Special Ed Teachers</p> <p>ICT Special Ed Teachers</p>
<p>*Core Clicks and Myon Reader</p> <ul style="list-style-type: none"> -opportunity to interact with non-fiction -texts with assessments that are PARCC aligned -ability to access thousands of reading resources from home -a home based component 	<p>K-5</p> <p>Struggling 6-8</p>	<p>September 2015- June 2016</p>	<p>All classroom teachers K-6</p> <p>JHS ELA teachers</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.

Purchased programs FY2015 Budget: Core Clicks, Myon Reader, and Achieve 3000.

Human Resources including: administration, classroom teacher K-8, JHS ELA teachers, SETSS Provider(s), ESL teachers, and AIS teachers.

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

X	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.

Review of Progress Reports and all report cards

Review of Benchmark Assessments, Scantron data, Orton Gillignham data and Achieve 3000 data

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.

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.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <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.

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.

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.

Based on discussions at the June 2015 Summative MOTP Conferences and review of Professional Development Reflection sheets, we determined a need to continue targeted professional development and strengthen teacher teams in differentiating their own professional development.

Teacher teams have been an active part in professional development and the follow-up of initiatives related to school goals.

Certain teams have developed expertise in some areas while others need continued support. Therefore, we would like to develop Teacher Teams who will create a menu of professional development items based on their individual needs.

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, all teacher teams will develop a professional development plan that will result in 100% of the teachers engaged in collaborative professional development work.

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: <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. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Use of Professional Resources for example: *Flipping the Classroom, STEM workshops offered through the DOE, resources from the DELLSS web page, online resources including the District 20 Professional Resource site. - Provide Common Preps - Teacher teams meet to do Needs Assessment -Surveys used to create a Professional Development Plan -Agendas maintained for each PD session -Evaluation forms used to do PD reflection - Development of a Professional Development Plan - Provide resources to support the Professional Development Plans	All teachers	September 2015- June 2016	Administration All teachers Outside providers

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.											
Purchase of professional resources as described in the action plan and use of contracted outside professional development consultants where needed as per Needs Assessment.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	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
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Part 5 – Progress Monitoring

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

Program to be monitored through agendas, Professional Development Reflection Sheets and Professional Development Plans.

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

<ul style="list-style-type: none"> • 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.

Part 2 – Annual Goal

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

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>

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 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.

Based on the 2014-2015 Learning Environment Survey and discussions at PTA meetings, it was determined that in the area of Strong Family-Community Ties we had 78% positive responses as compared with 84% positive responses citywide. In further review, we noted that we had 57% positive responses to the question, “How often have you communicated with your child’s teacher about your child’s performance.” Additionally, we had 36% positive responses to the question, “How often have you volunteered time to support this school.” This area included volunteering in classrooms, helping with schoolwide events etc.

Our strengths in reaching out to parents have been:

- School Messenger
- School website
- Outdoor school sign
- Backpack letters
- Expanded use of Translation Unit/Interpreters

Our needs are:

- Improving in parent outreach to discuss student work and involve parents in volunteering at school events.

Part 2 – Annual Goal

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

By June 2016, the school will implement targeted strategies to improve parent notification about student progress and volunteer opportunities resulting in a 5% increase in positive responses to the questions, “How often have you communicated with your child’s teacher about your child’s performance?” And “How often have you volunteered time to support this school? ” as measured by the 2015-2016 Learning Environment Survey.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>*School Messenger/eChalk (school website)</p> <p>-makes parents more active participants providing better monitoring of student progress</p> <p>-increase our use of School Messenger to include grade specific events to which parents are invited</p>	<p>K-8 students and parents</p>	<p>September 2015 – June 2016</p>	<p>Administration</p> <p>Parent Coordinator and All teachers</p>
<ul style="list-style-type: none"> • Teacher led workshops <p>-Teachers will conduct at least 2 workshops inviting parents to the school to learn about programs, specific information, and ways to help their child at home</p>	<p>Parents</p>	<p>September 2015 – June 2016</p>	<p>All teacher teams including ESL, Special Education, Arts and AIS</p>
<p>-PTA survey for volunteers for participation in committees</p> <p>The PTA is hoping to increase parent volunteers and participation in their committees throughout the year.</p>	<p>Parents</p>	<p>September 2015 – June 2016</p>	<p>PTA</p>
<p>Tuesday Parent-Engagement Time</p> <p>Learning Outcomes distributed monthly informing parents of the Standards based curriculum being covered for the month</p> <p>Quarterly Progress Reports</p> <p>Inform parents of student progress between distribution of Report Cards</p>	<p>Parents</p>	<p>September 2015 – June 2016</p>	<p>All Teacher Teams</p>

Classroom Parent Volunteers			
Parents will be invited to classrooms for various events and activities			

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.											
*Annual Contract of School Messenger and eChalk											
*Increase of Translation Unit Services											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	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.
We will monitor progress through feedback through PTA meetings, participation at workshops, checking the number of hits on the eChalk website.
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)	<p>Level 1 on State ELA exam and below 2.25 in proficiency on State ELA exam for grades 4-8.</p> <p>Teacher recommendations based on initial reading assessments for grade K-2.</p>	<p>AIS through Orton Gillignham, Supporting the Standards in ELA Program</p>	<p>Small group pull-out</p>	<p>During the school day</p>
Mathematics	<p>Level 1 on State Math exam and below 2.25 in proficiency on State Math exam for grades 4-8.</p> <p>Teacher recommendations based on initial math assessments for grade 3.</p>	<p>AIS through the Supporting the Standards in Math Program</p>	<p>Small group pull-out</p>	<p>During the school day</p>
Science	<p>Review of State Science Exam from grade 4, review of report card grades in grades K-8</p>	<p>AIS through Shared Readings, differentiated approaches and Inquiry work</p>	<p>Small group work within the workshop model</p>	<p>During the school day</p>
Social Studies	<p>Review of report card marks in grades K-8</p>	<p>AIS through Shared Readings, differentiated approaches and project-based learning</p>	<p>Small group work within the workshop model</p>	<p>During the school day</p>

<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Discussions at SIT and PPT meetings, review of students on a case by case basis.</p>	<p>School based staff such as Guidance Counselor, School Psychologist and School Social Worker</p> <p>Military Family Life Counselor</p> <p>NYU Military Clinic</p> <p>NYU Child Mind Institute</p>	<p>One-on-One</p> <p>Small Group</p>	<p>During the school day</p>
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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.					
	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools	X	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.

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).

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.).

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.

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			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP) Template

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

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The

school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

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

School-Parent Compact (SPC) Template

[School name] , 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>The Fort Hamilton School</u>	DBN: <u>20K104</u>
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" 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: <u>58</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" 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>5</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>3</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: _____ We will be implementing a supplemental instructional program to approximately 60 ELLs in grades 3 through 8 beginning December 3, 2015 and ending in March 2016 and the program will continue in 2016-2017. The students were selected based on the fact that all ELL students in grades 3 - 8 are required to take the State Math exam in the spring and have made little gains in the area of math. Additionally, while these students have made progress according to the NYSESLAT, we noticed smaller gains in Math compared to Listening and Speaking. The emphasis of the program will be to support ELLs with Common Core Standards in Math. To achieve this, we are purchasing, researched based programs, for students in grades 3 - 8. These programs will include Support For the Standards in Math by Triumph Learning. The math program will align ESL methodologies while addressing grade level math topics. The certified teachers will include two licensed ESL teachers and 3 content area teachers for an after-school program running one day per week for two hours per day for 14 weeks. In addition, there will be a supervisor to provide instructional support and professional development for the program. There is no other supervisor working during the Title III program. Additionally, we will be purchasing an Imagine Learning site license to provide supplemental language support for students that can be accessed after-school, at-home and during the summer to prevent a backwards slide in instruction. Lastly, we would like to bring in a outside consultant to provide professional development to meet with teachers develop strategies to better serve the ENL students particularly those ENL students with disabilities.

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: _
A supervisor will provide instructional support for the program via professional development. This professional development will be provided for teachers including training for the staff of the Title III program. This professional development will focus upon strengthening data analysis, instruction infusing ESL methodologies, understanding of UDL as it applies to students including ELLs and ELLs with disabilities. Additionally, teachers will be provided opportunities for professional development during Staff Development days, Monday and Tuesday afternoons, weekly Common Preps, and monthly Chats with the Principal.
Topics include:
The content of the NYSESLAT exam and its alignment to the NYS English Language Arts exam and classroom instruction.
The interpretation of data from the ELA and NYSESLAT exams to drive instruction with a focus on ELLs.
The development of ESL methodologies and the improvement of content area instruction for ELL students in the mainstream classroom. The focus will be on an increased dialogue between ESL teachers and mainstream classroom teachers in the core curriculum areas.
Bridging the gap between the curriculum being taught in the classroom and in the ESL program.

Part C: Professional Development

Implementing the Supporting the Standards Math Program and support for the program in the regular classroom.

Differentiated approaches in instruction for literacy and math.

- Student self-assessment and looking at student work.

- Professional development will be provided through administration/ outside consultant in conjunction with ESL teachers.

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: _

The school staff, including the administration, the ESL teachers, classroom and specialty teachers, the parent coordinator and the support staff, work diligently to provide a welcoming atmosphere for the students, their parents and the community. All school related information is distributed to parents of ELLs in English or in the native language when available. Our parent coordinator provides assistance to newcomers, ELL students and their families. Our school maintains a list of volunteer translators to assist in communication with non-English speaking parents. At the beginning of each year, the parent coordinator distributes a survey to all parents asking for their language of choice in receiving information. This survey is used to provide parents with information in their native language when available. The administration also receives the results of the Learning Environment Surveys completed by parents, enabling us to be aware of their concerns and needs. In addition to previously mentioned parental support, parents of ELLs are invited to Fall and Spring parent conferences in November and March. PS/IS 104 is aware of the supportive role parents play in the daily education of all students. A continual outreach is made to the parents of ELL students. Their lack of ability with the English language sometimes makes them reluctant to participate. On-going parent workshops, translations of most materials, use of translation services and family oriented activities throughout the school year, work to inform and involve these as well as mainstream parents. PTA meetings are held monthly at varying times to include all parents in school activities. In addition to the ESL Orientation, Open School Week and Parent Teacher Conferences, parents are invited to the school for various events such as: Grandparents Day, multicultural celebrations, assembly programs, student performances, Book Fair, classroom presentations and trips. Prior to the school year, we offer families the opportunity to tour the school if requested. In addition, we have a website through E-Chalk to assist all parents in becoming involved in their child's education. This website has been extremely helpful in parent involvement for our ELL families as it allows them to translate information by simply pushing a button. In an effort to meet the identified needs of our school, we have implemented the School Messenger System translated into our priority languages. Lastly, teachers will conduct parent outreach every Tuesday to support student programs including ELL students.

In addition to the ESL Orientation Workshop, the ESL teachers will be presenting additional workshops. January 2016 - administration will provide parents with a workshop regarding the State ELA and Math exams their children will be taking.

February 2016 - the ESL teachers will provide parents with a blueprint of the state NYSESLAT exam their children will be taking.

March 2016 - parents will be invited to a workshop presented by ESL teachers offering ways to assist

Part D: Parental Engagement Activities

their children at home.

- Parents will be invited to two workshops in the Fall and Spring presented by official teachers regarding literacy and math initiatives.

Part E: Budget

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

Allocation Amount: \$1 3 8 68

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 	\$7,500 \$1,150	5 teachers for 14 sessions for 2 hours each session for a total of 140 hours w/fringe 1 supervisor for 14 sessions w/fringe
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	\$2,400	Literacy Consultants
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	\$193	Instructional materials to support the after-school program including: Continental Support For the Standards in Math by Triumph;
Educational Software (Object Code 199)	\$2,625	Imagine Learning
Travel	0	N/A
Other	0	N/A
TOTAL	\$13, 868	-

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

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

District 20	Borough Brooklyn	School Number 104
School Name P.S./I.S. 104		

B. Language Allocation Policy Team Composition

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

Principal Marie J. DiBella	Assistant Principal Suzanne Gordon
Coach N/A	Coach N/A
ENL (English as a New Language)/Bilingual Teacher Lisa Kennedy	School Counselor Vanessa Morrisson
Teacher/Subject Area Dorina Giliberti	Parent Sophia Koutouzis
Teacher/Subject Area Mary Donnelly/ Dean	Parent Coordinator MaryAnn Maginnis
Related-Service Provider Lisa Fitzgibbons	Borough Field Support Center Staff Member Shawn McLain
Superintendent Karina Constantino	Other (Name and Title) Karin Lembo,

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	5	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)	1234	Total number of ELLs	126	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
---	---

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	126	Newcomers (ELLs receiving service 0-3 years)	98	ELL Students with Disabilities	19
SIFE		Developing ELLs (ELLs receiving service 4-6 years)	9	Long-Term (ELLs receiving service 7 or more years)	

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	98			9			4			0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____									0	0
SELECT ONE _____									0	0
SELECT ONE _____									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

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

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	6	2	4	5	2	1	4	2	4					0
Chinese	5	4	8	2	2	0	3	4	1					0
Russian	1	2	2	0	0	2	1	0	0					0
Bengali	0	0		1	1		1	1	1					0
Urdu	0	2	2	2	4	0	0	2	3					0
Arabic	6	8	6	10	3	8	9	8	13					0
Haitian														0
French	1	0	0	0	0	1	0	1						0
Korean	0	0	0	0	0	0	0	1						0
Punjabi	1	0	0	0	0	0	0	0						0
Polish	1	0	1	0	1	1	0	1						0
Albanian	1	0	0	0	1	0	1	0	1					0
Other	1	0	1	1	1	1	1	1	0					0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	5	13	6	6	8	5	12	10					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	6	3	2	0	0
4	7	0	2	0	0
5	12	5	0	0	0
6	9	5	2	1	0
7	13	6	0	0	0
8	11	5	0	1	0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	5		3		1	1	2		0
4	2		1	1	4	1	2		0
5	5		6	1	3		2		0
6	3	1	9		3	1	2		0
7	8	2	8		3		0		0
8	7		7		1		2		0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	0		6		7		5		0
8	4		7		6		1		0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra	3		3	
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment	2		2	
Physics				

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

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

To assess early literacy skills of English Language Learners (ELLs), the school uses the Fountas and Pinnell Benchmark Assessment System in Grades Kindergarten, 1st and second grade, Scantron Performance Series in grades 3-8, and Orton Gillingham Assessments in grades Kindergarten to 5th grade. All English Language Learners in grades Kindergarten through 8th Grade use Imagine Learning which has built in assessments (Pre-Tests, Interim Tests, and End of Program Tests) for reading comprehension, fluency, and skills analysis. We also use teacher-created literacy assessments (i.e. rubrics to assess writing, reading, and task-based rubrics). Examining the data for these students, Fountas and Pinnell tells us if our English Language Learners are reading below, at, or above grade level. In the lower grades Fountas and Pinnell also tells us about students' phonemic awareness. Imagine Learning assessments tells us their progress as they use the program, how they're doing on each of the lessons, and the item analysis tells us if they need to revisit any of the skills within the Imagine Learning targeted skills. It also monitors the pacing of their progress and which specific lessons individual students need repeated exposure with in order to work towards mastery. In grades K-2 every student gets assessed through Orton, which allows teachers to target early literacy skills such as phonemic awareness and fluency, decoding and encoding. In the older grades, we also use the Advanced Orton Gillingham assessments in order to create targeted instructional groups to work with Greek and Latin Roots and Suffixes and more advanced vocabulary development. ENL and classroom teachers use this assessment data to inform our school's instructional plan in that teachers use data about students' reading levels to select and adapt texts, to provide scaffolding for students in push-in classrooms, to form groups, to drive instruction, and to decide what next steps to pursue with students. Teachers use the writing rubrics to determine next instructional steps and work with students to teach students to self-assess and set goals for their writing using the rubrics.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

Based on the 2015, NYSESLAT results, 29% of ELLs in K and 1 were commanding, 33% of students in grades 2-4, 42% in grades 5-6 and 25% in grades 7-8. We also noted that in many cases our ELLs became commanding in the speaking and listening portions of the NYSESLAT in a shorter period of time. The 2015 NYSESLAT exam showed 76% of all our ELLs reached proficiency in Listening and Speaking. This information led us to see the need for differentiated work in order to meet their individual needs. As a result, we have included planning for small group instruction with an emphasis on ELLs and SWDs a goal in our

CEP. In addition, we have supplemented the regular literacy instruction with the Imagine Learning program. This program allows the students to begin with an assessment that puts them on their individual level for ELA including sight words, Phonemic awareness, comprehension and written work. The students then work at their own pace when they log on and the students are also able to work on the program at home. Teachers have been working toward this goal of stronger small group instruction in their collaborative planning with the ENL push-in teachers, and through planning of scaffolds and UDL modifications to support the ELL students. The school has made differentiation and higher order questioning skills a goal in order to address the needs of our subgroups.

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

We review Annual Measurable Achievement Objectives and our own data to set goals for our ELL population. We have sent staff for training on utilizing the AMAO Estimator Tool to further our work in this area. The information we obtain is used to set rigorous goals for our ELL population in order to show gains in English Language Proficiency. The 2014-2015 Workbook data revealed that we are expected to receive additional credit for Exemplary Proficiency Gains for the percentage of our ELLs at the 75th Growth Percentile for ELA and for Math. Additionally, we earned additional credit for English Language Learner Progress. In order to provide a seamless approach to instruction, teachers on each grade level meet weekly with the ENL teachers to outline the topics being covered in each subject area. This allows the ENL teachers to align the curriculum with the ENL program. The ENL teachers are also available to meet with the teachers of the grades they are servicing during common preps. In order to share best practices and provide turnkey training in ENL methodology, the ENL teachers meet with the Principal monthly for "Chats With the Principal", they are part of the PPT and Instructional Teams in order to help monitor the progress of our ELLs and to be a part of the decision making body for the school. The data gained from this work reveals that our students are making adequate gains in English Language Proficiency.

4. For each program, answer the following:

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

We have seen an increased level of proficiency in the middle grades over the last three years. In addition, we have seen that in content area exams where alternate language editions were utilized, ELL students seem to fare better. This has led to a change in our ENL teacher in the upper grades as well as an increased use of translators for low incident languages and increased confidence in the use of alternate language editions of exams when available. This will be the second year we are using the ELL periodic assessments. While we have always benchmarked student progress including that of our ELL population, we have decided to use the formal periodic assessments as they seem to align with the NYSESLAT. In utilizing these assessments we hope to gain additional information early enough to drive instruction and develop rigorous pedagogy, not rely on test preparation.

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](#).]

We have worked with all staff to ensure strong professional development with the expectation that teachers will provide solid instruction within the regular day program, while planning for the varied learning styles of their students, the language needs and levels of the ELLs and providing differentiated instruction to the students with an ENL approach. Students are provided the mandated level of support according to the data provided from the NYSESLAT and the NTSITELL. We then review data to determine if students are receiving the appropriate support services. When needed, we provide more targeted intervention. For example, students that continue to struggle with language acquisition after initial screening are provided with additional support through the Title III after-school program, after-school homework help and small group instruction in the classroom. When there is a need for an additional level of support, students may be provided with the Orton-Gillingham Approach to teaching language. This may be done in a small group where students are grouped based on level rather than grade. Lastly, a student might receive one-to-one assistance to accommodate their learning needs. We use the number of years in ENL, Home Language Literacy, SIFE status, Long-Term ELL status, Teacher recommendations, Parent requests, sample student work and Educational evaluation information to make RTI determinations.

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

When support is considered, we look at the need of the child rather than always looking at the grade level of the child. For example, sometimes a student's level of support may be determined by whether or not the student is a newcomer, a long-term ELL or a SIFE. Teachers have been trained in ENL approaches in order to provide the same level of support when the student is in the regular day program. Additionally, we consider the AMAO targets and if the student is making progress as measured by the NYSESLAT and/or the ELA exam. The data from these assessments and information from conversations with teachers and parents also is considered in instructional decisions.

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 the program based on the data resulting from the NYSESLAT, the State Exams, the gains in proficiency and growth percentile of the students. In addition, we measure the success of our program by the review of parent surveys requesting the same mode of instruction through Freestanding ENL year after year. We have continuously made AYP for our ELL subgroup and continue to receive additional credit for our ELL population. Teachers have been trained in ENL strategies in order to provide the same level of support for the student when the student is in the regular day program. For example, classroom teachers support students' new language development by providing translation through translating programs, using visual supports for instructional, etc.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.
 - a. NYSITELL: Parents of first time entrants and re-entrants (students who have been out of NYS schools for more than 2 years) are asked to fill out the Home Language Identification Survey (HLIS) to identify the primary language the student speaks at home and to determine the need for NYSITELL testing. A trained pedagogogue conducts an oral interview in addition to the written interview questions on the HLIS in order to gain information about the student's previous schooling and background.
 - b. After the HLIS is filled out by the parent with the assistance of the licensed pedagogogue, the trained pedagogogue examines the responses to questions 1-8 of the HLIS. A decision is made regarding whether the student is considered to have a home language other than English.
2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Students will partake in the ELL Identification Process as outlined above. If during that time, there is an indication that the student may be a SIFE student, they will be given the oral interview questionnaire. For those students that have a home language of Arabic, Bengali, Chinese, Haitian Creole or Spanish, we will administer the Literacy Evaluation for Newcomer SIFE. Initial SIFE status will be indicated in the data collection systems within 30 days of enrollment. Within one year a final determination of SIFE status will be made. SIFE status will be removed once the student scores intermediate/transitioning level or higher on the NYSESLAT.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

A student that is newly enrolled may be identified as having an IEP and Home language other than English through review of records by the Pupil Accounting Secretary and a review of HLIS by the ENL teacher. The Language Proficiency Team (LPT) reviews evidence of the student's English Language Development. The LPT consists of Mrs. Gordon, AP, Mrs. Gatto, AP, Mrs. Hartmann, AP, Ms. Kennedy, ENL Teacher, Ms. Lembo, ENL Teacher, Ms. Goldberg, ENL Teacher, Ms. Fana, School Psychologist, Eunic Lopez, School Social Worker, Victoria Kyle, SETSS Teacher, Marie DiBella, Principal. The LPT recommends the student either takes or does not take the NYSITELL. If the decision is to take the NYSITELL, the process continues as it does for all ELL students. If the recommendation is not to administer the NYSITELL, the recommendation is sent to the principal who either agrees and forwards the recommendation to the Superintendent for approval or disagrees with the recommendation and the process reverts back to the process for all ELL students.
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Once the NYSITELL is administered to the student, the answer grid is then scanned. After it is scanned into ATS we run the student's RLBU report to determine the student's score. The NYSITELL score determines which letter is to be sent home. If the student scores at the commanding level then the child will receive the non entitlement letter.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Parents are active partners in the ELL identification and ELL re-identification process. ENL teachers will meet with Parents, using a translator if needed. During that meeting, parents will be informed that they have the right to appeal ELL status within 45 days of enrollment.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
- Parents are the sole determinants of the ELL programs their children receive. When a new ELL enrolls, we inform parents of the three instructional models. If the child is determined to be an ELL student, the parent is provided the a parent orientation where they view the Parent Orientation Video which explains the three program choices available in 13 languages. Interpreters are made available when needed. After parents are informed about the three choices, we provide the parent with a Parent Survey and Program Selection Form in the parent's preferred language, where they indicate their choice. After all attempts are made for outreach, when a form is not returned, the default placement is a bilingual program.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
- All parents must return the the completed and signed Parent Selection Form within 5 days. If the parent does not return the form within 5 calendar school days, the student will be placed in a bilingual program if one exists. Otherwise, the student is placed in ENL. The ENL teachers continue to reach out and document outreach efforts to gather the selection preference. Students who are placed in ENL as a result of a prent not returning the survey are counted toward minimum thresholds that require the opening of a bilingual program.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
- If a parent does not return the Parent Survey and Program Selection Form, the ENL teachers will make written outreach and follow-up phone calls to get the completed forms returns. These outreach efforts will be conducted in the parent's preferred langauge.
9. Describe how your school ensures that placement parent notification letters are distributed.
- Our ENL teachers keep a log that outlines when placement parent notification letters are distributed. these logs are used to ensure all letters are distributed and those that need to be returned are returned. Follow-up is done as needed.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
- All original letters pertaining to the student's ELL identification and parent choice will be placed in the student's permanent record by the ENL teacher who assists in the enrollment process. Additionally, copies will be maintained by the ENL teacehrs. This information will be maintained in the student's permanent record by the official teacher and remain accessible for State and City audits and reviews. A copy of the forms will be made available by the official teacher for parents upon request.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
- In order to be sure that all students are administered all sections of the NYSESLAT each year we use the RLER report from ATS to obtain a list of NYSESLAT -eligible students. We check for any ELLs with excessive absences and notify the parents of the test dates in writing, by call and through School Messenger with translations if needed. We follow-up with families of students absent during the test administration window to be sure all parts are complete.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
- Each Spring we administer all parts of the NYSESLAT to eligible ELL students. Following the results of this test, but no later than September 15th, the ENL teachers send Continued Entitlement Letters in the preferred language to parents of all ELL students who continue to be entitled to ELL services. When we receive articulating ELLs we review student records to provide program continuity. The ENL teachers meet with the AP monthly to ensure the letters are distributed.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
- After reviewing the Parent Survey and Program Selection forms for the past three years it was noted that:
- '12- '13' 119/120
 '13-'14 125/125
 '14-'15-125/126
- Parents have selected ENL instruction as their program of choice. However, parents that select Bilingual/Dual Language programs are offered a list of Bilingual/Dual Language programs available. We have worked with our neighboring schools and our Borough Field Support Office to locate programs when a bilingual or dual language program has been requested and assist in getting the family the program they are requesting. Based on the results of our parent selections, however, we offer an ENL program as a response to the high number of parents requesting this mode of instruction.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.

As per CR Part 154, we offer ENL through an Integrated model. At the entering, emerging and transitioning levels, integrated ENL with ELA is provided. At the expanding level, integrated ENL is provided through the core content Area. In grades K-6, ELL students are heterogeneously mixed within classrooms and stay together with their class. The ENL teacher pushes-in to the classroom with the Common Branch teacher. In grades 7 and 8 the students are also heterogeneously mixed in different classes and the ENL teacher pushes-in to a subject area appropriate to their needs. We have one teacher who is licensed in math and ENL. She provides the ENL service during math to certain grade 7 and 8 classes.
 - 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)?

ELL students' placement is reflective of the required screening and the Parent Survey Selection Forms. When parents choose English as a New Language as their vehicle of service, we utilize the results of the NYSITELL and NYSESLAT to determine their proficiency levels. ENL teachers push-in 6 periods one day per week and 5 periods four days per week with one period of pull-out four days a week for mixed grade entering students. This service is provided by Three full-time ENL teachers, a 3 day per week F-status teacher and a one day per week F-status teacher. Program cards are reviewed along with entitlement lists by the Assistant Principal and with each new admit. Program cards and provider lists are reviewed by the AP in charge of ELLs and when students are admitted, we review available classes to place students in a class that will allow the appropriate program according to parent selection.
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.

The ESL teachers utilize a variety and combination of Balanced Literacy and English as a New Language strategies and techniques, using the workshop model, when possible. These include word study, phonics, guided reading, direct instruction in reading and writing, in the content areas. ESL classroom activities are reflective of the content area topics which are in the Core Curriculum of each grade. The ESL teachers realize that content related language/academic language takes a long time to develop. Therefore, the ESL teachers work to modify content area materials to make the material comprehensible to the ELL student. All ELL students receive testing accommodations including extended time and a third reading of any listening passage for all assessments. In addition, each of these students has a license to utilize the Imagine Learning Program. All ELL students are invited to participate in the Title III After-School Program.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

All ELL students are assessed with material in the Native Language where available. Students are given the Math Baseline Assessments, the NYC Performance Assessments, the NY State exams in content area subjects in the Native Language when available. Where Alternate language editions of exams were not available, students were given translators for State exams in math for low incidence languages. The school will also utilize screeners if needed to ensure that ELLs are appropriately evaluated in their home languages throughout the year.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Differentiation, incorporation of higher order questioning skills and increase of academic rigor are goals of the school. Within these goals, teachers are differentiating for ELLs within their classrooms. ENL teachers meet monthly with grade level teams to analyze results of the NYSESLAT and group students according to ELL subgroups. Teachers

utilize ATS, Imagine Learning, Periodic Assessments and Performance Series to track the progress of ELL students. This allows us to evaluate all four modalities of English acquisition throughout the year.

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

Our 1 SIFE student receives targeted instruction through the Imagine Learning Program. This program provides individualized instruction in letter recognition, sight words, vocabulary, phonemic awareness, phonics, reading comprehension and grammar. In addition, these students are provided small group instruction within the regular day program to address the students' needs according to the results of the Imagine Learning assessments and classroom observations.

Our 90 ELLs in U.S. schools for less than three years receive ENL instruction in the day program. In addition, they are offered a Title III after-school program where licensed ENL teachers provide one to one and small group instruction. The program aims at strengthening areas of weakness as identified through the NYSESLAT, LAB-R, Imagine Learning and classroom assessments and the Common Core. This group also includes our SIFE student.

Our 16 ELLs receiving service for 4-6 years, receive ENL instruction as prescribed by their level according to the NYSESLAT exam and daily Imagine Learning support. All teachers have been trained in the format of the NYSESLAT exam in order to align

curriculum with the skills necessary for the NYSESLAT exam. In addition, ENL teachers utilize common planning time with the classroom teachers weekly by grade. These plans reflect the content area topics being covered in the regular classroom enabling the ENL teachers to provide a seamless approach to the ELL students.

Our 8 long-term ELLs have received the above mentioned services including Imagine Learning. Additionally, these students have been grouped for after-school. During this time they receive support from a licensed Reading Specialist who provides ELA and

Math instruction with an ENL approach.

Our 9 ELLs identified as having special needs are offered accommodations on all assessments as per their IEPs. During after-school, these students are supported by a licensed Resource Room teacher or a licensed Reading Specialist who provide ELA and math instruction with an ESL approach. These students have also received instruction in the Orton-Gillingham, and Achieve 3000 programs.

Lastly, Former ELLs up to two years after exiting ELL status will continue to receive two periods of ENL service in a push-in model. They will also receive testing accommodations for two years after exiting ELL status.

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.

Initially, the trained ENL teacher and the regular classroom teacher(s) will consult with the Principal and AP to manage the initial identification process. Between 6 and 12 months from the date of the notification from the Superintendent, the Principal reviews the re-identification decision to ensure that the child's progress has not been adversely affected. The principal consults with the AP in charge of ENL, the ENL service provider, the classroom teacher and the parent. Together they will review report cards, progress reports and work/assessments that have been administered to determine if the student is making progress. When needed, additional support services will be provided. If it is required the principal may reverse the decision.

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

Teachers of ELL-SWDs are provided time to articulate with service providers to provide seamless support for the students. Students are given access to Imagine Learning. It is an online approach to teaching reading according to the individual students' needs. Students take an initial assessment to determine their literacy level. Each time the student log on, they will work through appropriate activities including letter and sound work, phonemic awareness, and comprehension. In addition, we have implemented the Orton Gillingham Multi-Sensory Approach to Reading with our ELL-SWDs. This program provides students with materials that allow the students to learn letters and sounds through sand, colored pencils, tapping and word boxes. Our ELL SWDs also receive the Achieve 3000 program new the 2015-2016 school year. This is an online program that provides prereading skills and strategies to tackle complex nonfiction texts such as annotating with color coding and completing graphic organizers and comprehension questions. Native Language Glossaries and books are provided when it is determined that the students are literate in their native language. All above websites are translated into some languages to provide the students with materials in the Native Language as additional support.

Chart 7 does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

ELL-SWDs have been provided flexible scheduling where many receive Special Education services within an ICT program. Additionally, some ELL-SWDs are in a general education setting and given multiple SETSS periods to address their learning needs and support them in the movement from 1 2:1 to a Less Restrictive Environment. When an ELL is identified as a long-term student struggling to acquire the English Language, we provide at-risk services where available to provide support before a referral is requested.

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

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

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

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



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

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

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

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

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

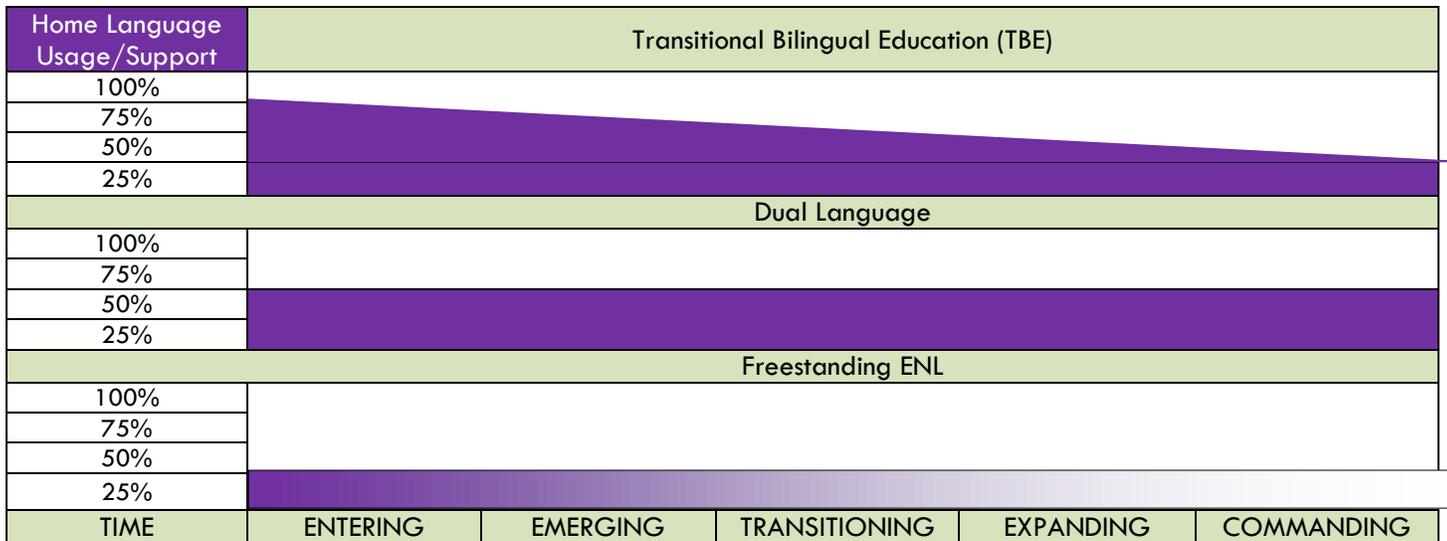


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. Teachers use small-group instruction to provide intervention to ELLs. Imagine Learning is utilized at key times during the regular school day to provide individualized instruction at the students' appropriate level in ELA. In addition, within the regular classroom program, ELLs are provided with Native Language glossaries and teachers target specific skills and strategies using an ESL approach. In all subject areas, ESL students are provided with the necessary time extension for assessment. Manipulatives are used in math to demonstrate concepts being taught. Newcomers are invited to join the Title III after-school program where the teachers serve no more than 10 students. Additionally, all ELL students are offered the after-school program, where they are given instruction in ELA and math. This program is offered to ELLs at all levels of English.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

We have seen an increase in the number of students achieving proficiency on the NYSESLAT. We believe our current method of servicing students has been effective based on the data received. As an added support, students who achieve proficiency on the NYSESLAT continue to receive testing modifications for two years. They are also provided support services through inclusion in ENL push-in support for two more years, the AIS Programs and at-risk counseling as needed. This has also proven to be effective for preparing our students to transition from ENL into a general education program without Freestanding ENL. We have renewed our commitment to the Imagine Learning English Program based on the data from the NYSESLAT exam. We will be providing additional professional development to teachers on analyzing the data to drive instruction. We have established extended day groups based on ENL proficiency and the needs of the student.
12. What new programs or improvements will be considered for the upcoming school year?

Our ENL teachers are taking part in monthly Chats with the Principal where they gain information and suggestions on implementing the Common Core State Standards. We have also reorganized our after-school program to include a 50 minute per week period where ESL teachers are taking part in Sharing Best Practices, Analyzing Student work and developing Teacher knowledge around Danielson's Framework for Teaching in order to improve Teacher Pedagogy. We have begun to implement a new math program in grades K-5. The enVision Math Program provides for many supports for our students. The online component allows parents to view lessons at home in order to assist their children. The program also can be translated into three languages to provide access to families where English may not be their first language. In order to assist our parents in understanding the new program, we have begun Parent workshops where parents are invited into the school to learn about the program, what their child is currently studying and what can be done at home to help. Parents will also be invited to the classrooms on Tuesdays during Parent Engagement time and during various activities.
13. What programs/services for ELLs will be discontinued and why?

We are discontinuing the Test Prep program we had implemented in the past. After review of our data, we determined that the program did not yield the desired results.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

All after school and supplemental services are open to all students based on need as identified through ELA, Math and NYSESLAT exams. We invite all ELL students to participate in the after-school Program. Enrichment Programs offered at the school were on a first come, first serve basis for all students. Additionally, we continue to utilize and develop our school website through E-Chalk which provides information to parents about the school, programs offered, classroom pages for homework, and communication with the teacher. This website and the information contained on it can be accessed by all parents of the P.S./I.S. 104 community and can be translated into our primary languages through the push of a button. This will allow parents to become partners in their child's education regardless of language. Additionally, we have invested in the School Messenger System where families receive an automated phone call translated into various languages informing parents of pertinent school information, dates, absences and initiatives. ELL students After school we offer ELLs a math program to reinforce math skills. Additionally, we offer a Junior High OST program that ELL students have access to. They are also offered CHAMPS and Regents math and Science after school services.
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.

We have introduced the Smart Response System for all classes to provide differentiated instruction to all students including ELLs. This interactive system works in line with Smart Boards to quickly assess students in the content areas. This system will allow teachers to collect students data quickly and use this data to drive future instruction. We have installed Smart Boards in every classroom including the ENL rooms in order to provide interest and engagement for all learners. We have purchased iPads for students to begin using in their classrooms to access a variety of learning apps and tailor the instruction to their needs. We have purchased Hot Dots, an interactive tool to help students develop academic vocabulary independently. We have purchased Myon and Core Clicks in order to provide books on each student's particular reading level.

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

Native Language support is provided through Native Language Glossaries, word for word interactive dictionaries, and translation of all letters and communication with parents.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

Required services are provided in accordance with the levels of each student according to the level attained on the NYSITELL for newly enrolled students or the NYSESLAT. The students are heterogeneously grouped for ENL according to grade and class and taught within those groups according to their ENL level. Materials provided for ELL students are also grade appropriate. Imagine Learning instruction is based on each students' readiness. Every student takes a pretest and progresses at his or her own pace.

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).

All newly enrolled students are offered the opportunity to tour the school prior to the school year. The Parent Coordinator is available throughout the summer school program to answer questions of newly enrolled students and many ENL students are offered a Title III Summer Program. Additionally, a certified ENL teacher was available a week prior to the opening of school to assist with registration, ELL identification and answer questions.

19. What language electives are offered to ELLs?

All students including ELL students are given Spanish instruction for a full year between Kindergarten and grade 8.

20. For schools with dual language programs:

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

Paste response to question here:

B. Professional Development and Support for School Staff

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

The ENL staff will work with the Borough Field Support Team and the administration to enhance ENL instruction. In addition, we have contracted with Imagine Learning to provide support and professional development throughout the school year for ENL teachers, all staff and administration. The June Professional Development day will be used for ENL curriculum mapping. ENL teachers and teachers on the Professional Development team will turnkey any training that they have received and prepare and deliver Professional Development around ENL strategies. Additionally, ENL teachers are part of the Instructional Team which shares information and best practices across the grades. They provide a seamless approach to instruction as students progress through this K through 8 school.

The Pupil Accounting Secretary has received training regarding the Home Language Surveys, registration and translation for ELLs. The Parent Coordinator has received training regarding translation services for all parents.

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

All teachers including paraprofessionals, the School Psychologist and the Parent Coordinator have been trained in the utilization and data interpretation of the NYSESLAT exam and the Imagine Learning Program. They have also been provided with professional development on ESL strategies that are implemented in the regular day program.

In order to provide a seamless approach to instruction, teachers on each grade level meet weekly with ENL providers to plan outlining the topics being covered in each subject area. This allows the ENL teachers to align the curriculum with the ENL program. The ENL teachers are also available to meet with the teachers of the grades they are servicing during common preps. In order to share best practices and provide turnkey training in ENL methodology, the ENL teachers meet with the Principal monthly for "Chats With the Principal", they are part of the PPC and Instructional Teams in order to help monitor the progress of our ELLs and to be a part of the decision making body for the school.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

The grade 8 advisor provides support to our ELLs as they transition from Middle to High School. She works with the families and students to review high school choices and programs. She works with the students and their families to complete applications with the assistance of a translator where needed.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

All staff is given the mandated hours of training through common prep meetings where they meet with the ENL teachers to share best practices, monitor the progress of the ELLs and learn new ENL methodologies to meet the needs of their students. In addition, they meet monthly with the Principal to receive professional development on differentiation of instruction and the construct of the NYSESLAT exam. They work as a team to analyze data to determine what areas are high priority based on the NYSESLAT modalities and the Periodic Assessments. They meet with Network Staff to identify new ways to work with our ELLs in order to continue to reach proficiency.

The ESL staff will work with the Borough Field Support Team and the administration to enhance ENL instruction. In addition, we have contracted with Imagine Learning to provide support and professional development throughout the school year for ENL teachers, all staff and administration and with Tequipment to provide PD for all teachers in the use of the SmartBoard and Smart Response System for differentiated instruction. The June Professional Development day will be used for ENL curriculum mapping. ENL teachers will turnkey any training that they have received. Additionally, ENL teachers are part of the Instructional Team which shares information and best practices across the grades. They provide a seamless approach to instruction as students progress through this K through 8 school. Secretaries and the Parent Coordinator have received training regarding the Home Language Surveys, registration and translation for ELLs.

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?

Tuesday Parent Engagement time is set aside for all teachers including ENL teachers to meet with parents individually to discuss their child's progress.

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.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. The school staff, including the administration, the ENL teachers, classroom and specialty teachers, the parent coordinator and the support staff, work diligently to provide a welcoming atmosphere for the students, their parents and the community. All school related information is distributed to parents of ELLs in English or in the native language when available. Our parent coordinator provides assistance to newcomers, ELL students and their families. In addition to previously mentioned parental support, parents of ELLs are invited to Fall and Spring parent conferences in November and March. PS/IS 104 is aware of the supportive role parents play in the daily education of all students. A continual outreach is made to the parents of ELL students. Their lack of ability with the English language sometimes makes them reluctant to participate. On-going parent workshops, translations of most materials, use of translation services and family oriented activities throughout the school year, work to inform and involve these as well as mainstream

parents. PTA meetings are held monthly at varying times to include all parents in school activities. In addition to the ESL Orientation, Open School Week and Parent Teacher Conferences, parents are invited to the school for various events such as Grandparents Day, multicultural celebrations, assembly programs, student performances, Book Fair, classroom presentations and trips. Prior to the school year, we offer families the opportunity to tour the school if requested. In addition, we have launched a new website through E-Chalk to assist all parents in becoming involved in their child's education. This website has been extremely helpful in parent involvement for our ELL families as it allows them to translate information by simply pushing a button.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? PS/IS 104K is closely aligned with the local Bay Ridge community. Many senators, councilmen and civic agencies, as well as the Fort Hamilton Army Base, have an excellent relationship with the school. They support the school with additional funds as well as parent/community cooperation with school activities and events. The school hopes to maintain this cooperative atmosphere into the coming school year. They have provided funding for programs to come into our school that celebrate the many cultures that make up our school.
5. How do you evaluate the needs of the parents?

The school staff, including the administration, the ENL teachers, classroom and specialty teachers, the parent coordinator and the support staff, work diligently to provide a welcoming atmosphere for the students, their parents and the community. All school related information is distributed to parents of ELLs in English or in the native language when available. Our parent coordinator provides assistance to newcomers, ELL students and their families. Our school maintains a list of volunteer translators to assist communication with non-English speaking parents. At the beginning of each year, the parent coordinator distributes a survey to all students asking in what language/form they wish to receive information. This survey is used to provide parents with information in their native language when available. The administration also receives the results of the Learning Environment Surveys completed by parents. In addition, we conduct a needs assessment to decide topics of interest for PTA meetings, after-school programs and areas of interest for events at the school.

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

In addition, we conduct a needs assessment to decide topics of interest for PTA meetings, after-school programs and areas of interest for events at the school.

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: P.S./I.S. 104**School DBN: 20K104**

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)
Marie J. DiBella	Principal		10/22/15
Suzanne Gordon	Assistant Principal		10/22/15
MaryAnn Maginnis	Parent Coordinator		10/22/15
Lisa Kennedy	ENL/Bilingual Teacher		10/22/15
Sophia Koutouzis	Parent		10/22/15
Mary Donnelly	Teacher/Subject Area		10/22/15
Dorina Giliberti	Teacher/Subject Area		10/22/15
	Coach		1/1/01
	Coach		1/1/01
Vanessa Morrisson	School Counselor		10/22/15
Karina Constantino	Superintendent		10/22/15
Shawn McLain	Borough Field Support Center Staff Member _____		10/22/15
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **20K104** School Name: **104**
Superintendent: **K. Constantino**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnedoe.org/tiu/lac) 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.

In order to assess our school's written and oral interpretation needs, we reviewed the following:

- a. review of the Home Language Surveys
- b. Parent requests to the Parent Teacher Association (PTA)
- c. Survey distributed by the Parent Coordinator requesting this information
- d. review of blue Emergency Contact cards
- e. review of the RHLA from ATS

At the beginning of each year, the Parent Coordinator, distributes a survey to all parents asking for their language of choice in receiving information. This survey is used to provide parents with information in their native language when available. This information is disseminated to all staff in order to ensure all materials are provided in the appropriate languages and all parents are able to be active participants in their child's education.

We utilize the services of the Translation Unit to assist with the translation of all written communication to families and phone translations when needed. Translators are also available at all citywide Parent-Teacher conferences. We utilize a website through e-Chalk to assist all parents in becoming involved in their child's education. This website has been extremely helpful in parent involvement for ELL families as it allows them to translate information by simply pushing a button. In an effort to meet the identified needs of our school, we have implemented the School Messenger System, which translates into our primary languages, assisting parents in receiving pertinent school information including attendance.

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

The results of the Parent Coordinator survey of Translations by Class and Grade are as follows:

Class	AR	BG	CH	EN	KO	RU	SP	UR			
K-203		x		1	4	24		x	x	x	x
K-101		5	x		1	31		x	1	6	x
K-105		1	x		1	31		x	x	1	x
K-107		2	x		2	31		x	x	3	x
K-204		2		1	1	23		x	1	2	x
1-202		x	x		2	30		x	x	x	x
1-205		2	x		1	27		x	x	1	x
1-206		4	x		1	22		x	x	2	x
1-210		2	x		x	21		x	x	x	x
1-207		x	x		x	22		x	x	x	2
2-112		1	x		8	32		x	x	x	x
2-109		1	x		2	26		x	x	2	x
2-107		x	x		2	25		x	x	3	x
2-116		x	x		1	26		x	x	x	x
3-111		x	x		6	31		1	x	x	x
3-210		5	x		x	31		x	x	2	x
3-201		3	x		3	31		x	x	2	x
3-226		x	x		x	10		x	x	x	x
3-211		2	x		1	31		x	x	1	x
4-204		6	x		1	33		x	x	1	1
4-205		x	x		6	32		x	x	x	x
4-207		1	x		3	32		x	x	1	x
4-203		x	x		1	29		x	x	2	x
5-206		1	x		1	31		x	x	2	x
5-222		1	x		2	30		x	x	3	x
5-218		2	x		1	28		x	x	3	x
5-220		2	x		2	25		x	2	2	x
6-224		2	x		1	31		x	x	2	1
6-228		3	x		4	30		x	1	x	x
6-326		1	x		3	34		x	1	3	x
6-324		1	x		x	10		x	x	3	x
6-209		1	x		1	29		x	x	3	x
6-328		x	x		1	30		x	x	3	x
7-310		2	x		1	32		x	2	2	1
7-318		x	x		x	32		x	x	3	x
7-312		1	x		1	32		x	x	2	x
7-316		5	1		12	29		x	x	4	1
7-322		3	x		2	32		x	x	2	x
8-308		3	x		2	32		1	2	x	1
8-311		1	x		x	30		x	x	3	1
8-307		3	x		x	29		x	x	1	x

8-320	x	2	x	24	x	1	4	x
8-306	1	1	x	11	x	x	2	x
8-314	2	x	x	30	x	x	1	x

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.)

September Letters
 Lice Letter
 Video Photo Consent
 Arista Letter
 School Language Preference Sheet
 School Calendar
 McKinney Vento Letter
 Residency Questionnaire

October Letters
 Discipline Code/Behavior Contract

November/ March/ May
 Parent-Teacher Conferences

Ongoing Letters
 ENL letters
 Promotion In Doubt Letters
 Report Cards as needed
 Promotion Letters
 Attendance Letters
 Lunch Forms
 Assessment Letters
 Registration and Immunization Letters and Forms
 NYC Schools Account Letters

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.

Parent-Teacher Conferences
ENL Meetings and Workshops
Curriculum Conferences
Parent Outreach Meetings
Promotion in Doubt Meetings
Teacher Led Workshops
PTA Meetings
IEP Meetings
Attendnace Teacher Outreach
Guidance Teacher Outreach
Grandparent's Day
Teacher Outreach phone calls

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.

As soon as letters to be distributed are identified, we will send them to the translation unit for translation. The letters will be maintained for the following years. Some translation services will be provided by an outside vendor. When possible, school staff is used for 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.

We will work with the Translation and Interpretation Unit to translate pertinent letters when possible. The Phone Translation and Interpretation Unit is utilized for phone conferences when needed. School Staff available is used for parent interactions. Contracted Translation Units are used for Parent-Teacher Conferences throughout the year. Parent volunteers are used for general school meetings.

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.)

All teachers are provided with the number to the Translation Unit and a list of staff members who are available to translate. The number to the Tranlsation Unit is posted in the main office and in the Teacher's Lounge near the phones. Teachers are reminded of this information at August Faculty Conferences.

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 shall provide translation and interpretation services to all parents who require language assistance in order to communicate effectively with the school. Parents may choose to rely on an adult friend/companion or relative for language and interpretation services. We will provide regular and timely provision of translated documents through either existing resources or the Translation and Interpretation Unit, timely provision of interpretation services at group and one-on-one meetings upon request when such services are necessary for parents to communicate with teachers, guidance counselors, school nurse and/or other school staff regarding critical information about their child's education; the budgetary and staffing resources will be made available when possible to fulfill those needs.

We will be responsible for providing each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services.

We will post in a conspicuous location at or near the primary entrance to such school a sign in each of the covered languages, or most prominent covered languages, indicating the availability of interpretation services.

Our safety plan will contain procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers.

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)

We will gather feedback from parents at parent meetings including PTA meetings, ENL workshops and through the Learning Environment Surveys. We will also gather feedback as to the quality of the services after parents utilize translation services.