

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):	15K107
School Name:	P.S. 107 JOHN W. KIMBALL
Principal:	EVE LITWACK

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: PS107 John W. Kimball School School Number (DBN): 15K107
Grades Served: K-5
School Address: 1301 Eighth Avenue, Brooklyn NY 11215
Phone Number: 718-499-2054 Fax: 718-499-4019
School Contact Person: Heather Damon Email Address: HDamon@schools.nyc.gov
Principal: Eve Litwack
UFT Chapter Leader: Shirley Harkins
Parents' Association President: Alyse Dosik
SLT Chairperson: Alyse Dosik
Title I Parent Representative (or
Parent Advisory Council
Chairperson): N/A
Student Representative(s): N/A
N/A

District Information

District: 15 Superintendent: Anita Skop
Superintendent's Office Address: 131 Livingston Street, Brooklyn NY 11201
Superintendent's Email Address: ASkop@schools.nyc.gov
Phone Number: 718-935-4317 Fax: 718-935-4356

Borough Field Support Center (BFSC)

BFSC: _____ Director: Bernadette Fitzgerald
Director's Office Address: 131 Livingston Street, Brooklyn NY 11201
Director's Email Address: Bfitzge2@schools.nyc.gov
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)
Eve Litwack	*Principal or Designee	
Shirley Harkins	*UFT Chapter Leader or Designee	
Alyse Dosik	*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>	
Susie Jen/Julie Rosenberg	CBO Representative, if applicable	
Tamara Chebar	Member/ Teacher	
Peg Galella	Member/ Teacher	
Julie Tayala	Member/ Teacher	
Pascale Pradel	Member/ Administrator	
Kim Berney-Brooke	Member/ Parent	
Mariko Beck	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Deborah Iarussi (outgoing - June)	Member/ Parent	
Heidi Igoe (outgoing - June)	Member/ Parent	
Spencer Kympton (incoming - Sept)	Member/ Parent	
Stacey Petruzella (incoming - Sept)	Member/ Parent	
	Member/	
	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.

Mission Statement:

P.S. 107 is a neighborhood school that strives to help its students become responsible, independent and enthusiastic thinkers who enjoy the process of learning and have a genuine respect for diversity. Our standards-based instruction is centered on the workshop model for balanced literacy and mathematics. We encourage students to be thoughtful and creative learners who take responsibility for their own learning. Our students work cooperatively in heterogeneous classrooms, supported by an individualized approach to teaching and learning. In every grade, students publish their own written works and develop projects in math, science and social studies that demonstrate their growing understanding of the world around them. The arts are integrated into this curriculum, both as distinct disciplines of study and as vehicles for nurturing students' observation and communication skills. P.S. 107 is strongly committed to involving parents as educational partners and to serving as a resource to our larger community.

We care deeply about each student's academic, social and emotional well-being. Here, teachers inspire their students by modeling and by demonstrating their own growth as professionals. P.S. 107 is a 'bully free' school where all children feel safe and supported not only by the adults in the school but by each other, making it possible for them to take unparalleled risks in their learning and in their social-emotional lives. Similarly, P.S. 107 is an environment where staff members are supported in taking risks both professionally and personally. Students and staff alike are reflective about the process of learning and understand and harness the power of shared knowledge and collaboration. The school continuously strives to balance academic rigor and creative instruction with genuine commitment to and compassion for the needs of our students and the members of our larger shared community .

School Population:

PS107, The John W. Kimball School, has 577 students from Kindergarten through Grade 5. The school population comprises 7% Black, 13% Hispanic, 72% White, and 5% Asian students. The student body includes 1% English language learners and 12% special education students. Boys account for 48% of the students enrolled and girls account for 52%. The average attendance rate for the school year 2014-15 was 96.0%.

Areas from the Framework where the most progress was made:

In 204-15 progress was made in the area of **Collaborative Teachers** through implementation of Vertical Teams in each content area. Each teacher represented a specific content area for a grade level, and attended meetings as the grade representative for that content area. Information learned from these cross-team meetings was shared by each teacher on his/her grade level and incorporated into curriculum maps, lesson and unit plans and classroom structures.

Progress was also made this year in the area of **Rigorous Instruction** through our work with our staff developer from Teachers College and our school-based literacy coach in the area of written responses to reading. (The need for this work was determined by results on the 2013-14 NYS ELA exam.) This was a year-long focus for grades 3-5 and a more abbreviated focus for grades 1-2. Instruction focused on a structure for growing ideas and developing interpretations of their fiction and nonfiction texts.

Key Areas of Focus for 2015-16:

- Peer Observation to extend trust and collaboration among teachers and to improve our understanding of effective pedagogy and instruction
- Continued academic improvement for our most struggling students, with improved systems for monitoring progress, so that a greater number of these students reach benchmark reading levels by the end of the 2015-16 school year
- As the demographics and socio-economic levels of the neighborhood continue to change, the need to emphasize tolerance of difference and diversity has been recognized by the SLT. A diversity initiative in the way of three diversity read alouds will be instituted as a focus for this work with developmentally appropriate guided discussions about these important topics.

15K107 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	571	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	0.2%	% Attendance Rate		96.3%
% Free Lunch	8.3%	% Reduced Lunch		1.4%
% Limited English Proficient	0.9%	% Students with Disabilities		13.0%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.2%	% Black or African American		7.4%
% Hispanic or Latino	13.3%	% Asian or Native Hawaiian/Pacific Islander		5.0%
% White	72.1%	% Multi-Racial		1.7%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	3.29	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		N/A
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		1.9%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		6.18
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	76.1%	Mathematics Performance at levels 3 & 4		71.2%
Science Performance at levels 3 & 4 (4th Grade)	100.0%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
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.

The need to more effectively target instruction for our most struggling students in ELA is evident based on our most recent school-wide K-5 AIS reading data, where 16.5% of students (95) are at least two levels below their benchmark reading levels.

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, 80% of students who are below benchmark reading levels in October 2015 will have gained at least 2 reading levels, as determined by TCRWP running records and pre-determined benchmark levels.

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>Classroom teachers will conduct a thorough reading assessment (TCRWP Reading Records, Spelling Inventory, Concepts of Print, Sight Word Analysis) to determine precise reading levels for all students and will identify students who are not at the benchmark reading level. Small group</p>	<p>Students below reading benchmark</p>	<p>September 2015 through June 2016</p>	<p>Classroom teachers</p>

instruction of the lowest third students during the regular school day will occur a minimum of twice per week.			
Students who begin the year significantly below benchmark reading level will be grouped by grade to work twice per week with a literacy intervention teacher. Intervention teachers use a variety of resources for instruction, including Leveled Language Intervention and Literacy By Design.	Students well below reading benchmark	October 2015 through June 2016	Literacy Intervention Teachers
Two Family Literacy Workshops will be held to educate parents and care-givers about Literacy Assessments and benchmark reading levels.	K-5 Families	November-December 2015	Literacy Coach
Parent Conferences are held to discuss each student's progress in the AIS intervention program.	K-5 Families	At parent request or during PT Conferences 2015-16	Literacy Intervention Teachers; Classroom Teachers; Literacy Coach

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • Literacy Intervention Teachers create schedule for student groups on each grade in collaboration with classroom teachers • Literacy Coach/Data Analyst will work closely with classroom teachers on collection and monitoring of AIS data • Literacy Coach/Data Analyst will work closely with Cabinet to monitor trends in reading progress • The Data Analysis Team will meet regularly to view school-wide data, and will evaluate AIS and reading data to determine trends and issues • The Data Analysis Team will report to the staff on findings • TC Staff Developer and Literacy Coach will work closely with classroom teachers to evaluate and support small group instruction in classrooms • Literacy Coach and Literacy Intervention teachers will attend selected professional development workshops to enhance their instruction • Parent Coordinator and Literacy Coach will coordinate scheduling of and notification for Family Literacy Workshops 											
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	X	PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

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

In Mid-January 2016 school-wide reading levels will be collected via TC Assessment Pro and reading progress for students in grades 1-5. At that point, determinations about progress will be made.

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

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

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

Part 1 – Needs Assessment

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

The rapidly changing demographics of the school’s surrounding neighborhood have caused similar changes within the school. The school leadership and Diversity Committee are committed to ensuring that all families, students and staff feel equally safe and supported in the changing landscape of the community. Further, school leadership and staff are committed to ensuring that opportunities for student voice and agency are embedded within the curricula throughout the school day, so students feel ownership and responsibility to their school community.

Part 2 – Annual Goal

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

By June 2016, 100% of students in grades K-5 will listen to and participate in three guided conversations and other activities related to difference and tolerance through “We Are One” read alouds selected by the SLT-PTA Diversity Committee.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
<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. 			
Classroom teachers will receive a “We Are One” picture book with an accompanying Discussion and Activity Guide, prepared by the PTA Diversity Committee, to be read/discussed within a specific window of dates.	All Students K-5	November 2015, February 2016 (Respect for All Week), May 2016	Assistant Principal and SLT - PTA Diversity Committee; Classroom Teachers;

			All Students K-5
Follow-up Questions, Conversations and Activities related to each “We Are One” read aloud will be documented by teachers; Work samples from a variety of grade levels will be shared with Assistant Principal.	All Students K-5	November 2015; March 2016; May 2016	Assistant Principal; SLT - PTA Diversity Committee; Classroom Teachers; All Students K-5
A dedicated “We Are One” bulletin board in the school lobby will present student work samples and/or photos from each read aloud.	All Students K-5 & Families	November 2015; March 2016; May 2016	Assistant Principal; SLT - PTA Diversity Committee; Classroom Teachers; All Students K-5
The PTA will host at least one family workshop with the Leadership Program to address issues related to diversity and tolerance.	K-5 Families	November 2015 or February 2016	Principal PTA
The Leadership Program presents 1-2 assemblies on Upstander Behavior (anti-bullying) for students on grades 3-5.	Students in Grades 3-5	October 2015	The Leadership Program

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
<ul style="list-style-type: none"> • Classroom Teachers and students in grades K-5 will participate in specific “We Are One” read alouds and guided conversations and related activities • Assistant Principal will participate in the selection of the read aloud texts and the development of the guided discussion sheets for classroom teachers • SLT-PTA Diversity Committee will work closely with the Assistant Principal to select texts that address specific issues of concern such as racism, learning differences, and bullying. • The PTA will retain The Leadership Program to present interactive Upstander Assemblies for grades 3-5, and to present at least one Family Workshop on diversity and tolerance. 										
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	X	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.
Progress will be monitored each month based on reported playground or classroom occurrences and teacher feedback.

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.

In 2014-15, all teachers participated in Vertical Teams during Monday professional development time. Each team was dedicated to a specific content area and was selected by the teacher based on strength and affinity: Reading, Writing, Math, and Social Studies/Science. A Professional Development survey conducted in the spring of 2015 indicated that these teams were a success and provided a valuable means of cross-grade communication as well as an important way to build consistency and coherence across grades.

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 100% of teachers on staff will regularly participate in grade level and cross-grade collaborations in the core content areas (Reading, Writing, Math and Social Studies/Science) and will review curriculum maps with an eye toward redundancy, mentor texts and multiple entry points, will analyze student work from formal and informal assessments, and will revise or develop student checklists and rubrics.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 			
Continue monthly Vertical Team meetings in each subject area during Monday Professional Development sessions. Teachers on all grades, and out-of-classroom teachers have pre-selected their content area, with approval from the Principal.	All Teachers	October 2015 through May 2016; 4-6 weeks	Principal Assistant Principal

			Literacy Coach Lead Teachers in each content area
Vertical Teams will share curriculum highlights in each content area and target areas where overlap is evident, where more accessibility is needed for students (UDL), where mentor texts should be named, or where more student independence can be generated by way of student-facing rubrics and checklists. Student work across grades will be viewed to inform expectations .	All Teachers	October 2015 through May 2016; 4-6 weeks	Principal Assistant Principal Literacy Coach Lead Teachers in each content area
Classroom teachers share information from Vertical Team meeting with grade colleagues; Each classroom teacher is responsible for updating/revising the curriculum map in his/her content area based on new understandings fostered by the Vertical Team.	Classroom Teachers	October 2015 through May 2016; 4-6 weeks	Principal Assistant Principal Literacy Coach Lead Teachers in each content area
Information about Curriculum will be shared with parents in a variety of forums: Family Math & Literacy Workshops, Curriculum Conferences with teachers, and in Family Grade Level meetings with the principal .	K-5 Families	September 2015 through June 2016	Classroom Teachers, Literacy Coach, TC Staff Developer, Principal, Assistant Principal

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
<ul style="list-style-type: none"> • All teachers and administrators will participate on a vertical team • Teams will meet during Monday Professional Development sessions, every 4-6 weeks • Curriculum Maps in each content area will be revised as needed, based on information shared during team meetings 										
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.

Informal teacher feedback and one-on-one mid-year teacher reflection meetings, in addition the observation process, will be used to gauge progress toward this goal .

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

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

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

Part 1 – Needs Assessment

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

Based on feedback from staff members through grade and other meeting structures, personal reflections and in observation feedback sessions, it was evident that there is increased interest in capitalizing on the strengths of the members of the teaching community, in addition to the outside professional development opportunities we already use. Harnessing the vast expertise of our staff - our literacy coach, our math lead teachers, our tech support teacher, and our special education teachers, with more teachers gaining comfort in sharing their strengths, will help us building a true professional learning community and will improve our pedagogy and skills so that higher levels of student achievement may be attained.

Part 2 – Annual Goal

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

By June 2016, 90% of the teaching staff will participate in peer observations of a Effective or Highly Effective teacher with a goal of reflecting on and improving at least one component from Domain 3 in the Danielson Framework for Teaching.

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) 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>All teachers will be assigned a “Buddy Teacher” to observe and share feedback with, using the Danielson Framework for Teaching, a minimum of four times across the year. Buddies will be selected and assigned by the principal based on a variety of</p>	<p>All Teachers</p>	<p>September 2015 through June 2016</p>	<p>Classroom Teachers</p>

factors such as pedagogical areas of strength or perceived need, personality, trust, knowledge of particular skills.			Principal Assistant Principa I
Teachers will select one Domain 3 component to focus on for the year. They will informally “report in” on their process and progress during feedback sessions and mid-year one-on-one reflection meetings.	All Teachers	September 2015 through June 2016	All Teachers Principal Assistant Principal
Teachers will participate in an Advance learning module with assistance from our Advance Coach to practice observation and recording skills and the Danielson rubric.	All Teachers	Election Day	Advance Coach All Teachers Principal Assistant Principal
Use grade or cluster meeting time to review Domain 3 components and expectations for Effective and Highly Effective practices.	Classroom Teachers Cluster Teachers	September 2015 through June 2016	Principal Assistant Principal Classroom & Cluster Teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
<ul style="list-style-type: none"> • Schedule beginning year one-on-one meetings with each teacher to target a Domain 3 goal for the year • Provide regular coverage periods to all teachers to observe each other • Provide ‘missed prep’ coverage or prep exchange to those teachers who observe during their preparation periods • Schedule grade and cluster meetings to allow for further discussion of Domain 3 components and expectations in E/HE categories • Schedule Advance Coach for Election Day professional development workshop with staff • Follow up on goal-setting in mid-year one-on-one reflection meetings with 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.

Informal teacher feedback, mid-year one-on-one reflection meetings, grade meeting conversations, and observations of teacher practice will be used to determine whether progress toward goal is being made.

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.

While the school has strong lines of communication with families and provides an array of topical or content area workshops, there is still an expressed need by parent members of the SLT for more information, particularly in regard to special education services and the early months of kindergarten.

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, host at least one Special Education workshop for all families, and at least one that is targeted exclusively to Kindergarten families.

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>IEP teacher, service providers and Assistant Principal to plan at least one Family Workshop on ICT and Special Education Services for Families in Grades 2-5, and at least one similar Family Workshop for families in Grades K-1.</p>	<p>Families in Grades 2-5; Families in Grades K-1</p>	<p>January-February 2016</p>	<p>Assistant Principal IEP Teacher Speech & OT Service Providers</p>

Feedback from parents in ICT classrooms regarding special education services will be elicited both after the workshop(s) and as a free-standing survey.	Families in Grades K-5	January-June 2016	Principal Assistant Principal Special Education Teachers
The School Leadership Team will assess progress with families of our special education students and kindergarten parents.	Families of Special Education Students Grades K-5	February-May 2016	Principal School Leadership Team

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
<ul style="list-style-type: none"> • IEP teacher, Guidance Counselor, Service Providers and Assistant Principal to plan Family Workshop on ICT and Special Education • Per Session budget will be used to pay IEP teacher for planning of Family Workshop • Parent Coordinator to publicize Family Workshop on ICT and Special Education 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.
Parent and SLT Parent feedback from Family Workshop to be solicited and reflected upon at February SLT meeting.
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)	Prior student data on progress and reading level; On-Demand Written assignments; TCRWP Reading Records; Spelling Inventory Speaking & Listening Skills	Guided and Repeated Readings; Leveled Literacy Intervention; Intervention by Design; Guided and Interactive instruction in writing; Foundations or Orton-Gillingham instruction; Checklists and rubrics	Small group instruction with classroom teacher; Individualized instruction with classroom teacher; Small group instruction with Literacy Intervention Teachers; Afterschool tutoring with a classroom teacher (for some grade levels)	All services provided during the school day except for Afterschool tutoring
Mathematics	Classroom quizzes , exit slips, and other informal and formal assessments; Quarterly benchmark math assessments, Gr 1-5; Bi-annual benchmark math assessments, Gr K; Early Childhood Mathematics Assessment (ECAM)	Guided math instruction with existing mathematics program on current grade level; Individualized math instruction with existing math program on previous year’s grade level; Use ECAM assessment to determine “gap” areas for instruction; Rubrics	Small group instruction with classroom teacher; Individualized instruction with classroom teacher	All services provided during the school day
Science	Science exit slips; in-class work; collaboration with	Repeated reading and instruction;	Small group instruction with the science teacher;	All services provided during the school day

	peers; homework; formal assessments	Partner support; Graphic organizers; Modified curricula; Checklists and rubrics	Individualized instruction with science teacher	
Social Studies	Informal and formal writing assignments; Reading proficiency on NF texts; Ability to collaborate with peers; Homework and in- class assignments	Repeated readings and instruction; Modified curricula and texts; Graphic Organizers Checklists and rubrics	Small group instruction with classroom teacher; Individualized instruction with classroom teacher	All services provided during the school day
At-risk services (e.g. <i>provided by the Guidance Counselor, School Psychologist, Social Worker, etc.</i>)	Ability to self- regulate behaviors both in the classroom and out-of- classroom; Family dynamics and perceived need for support; Information about the student from the classroom teacher and informal observations of the student	Counseling and play therapy	At Risk Counseling Services provided in one-to-one or small group settings	All services provided during the school day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.					
	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.
N/A

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).
N/A

Part 3: TA Schools Only

3a. Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.
N/A

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).
N/A

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.).
<ul style="list-style-type: none"> • Screening of incoming K students by K teachers to determine highest academic and social/emotional needs (in June prior to Kindergarten) • New Kindergarten Family Breakfast (in June prior to Kindergarten) • New Families Welcome Breakfast (First day of school in September) • Kindergarten Family orientation meeting (First week of school: Co-sponsored by principal and PTA) • Kindergarten Volunteers training workshop (September) • Kindergarten classroom curriculum conferences (September) • Kindergarten Family “Coffee with the Principal” meeting (September) • Informal Kindergarten screenings by OT & Speech teachers (October) • K/1 Family Literacy & Math workshops (November & January) • Guidance Counselor and Social Worker support for K students who have trouble assimilating to school routines (as needed) • Response to Intervention (RTI) Team support for K teachers with struggling students

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.
N/A

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

<p>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 <u>that it has met the intent and purposes of each program whose funds are consolidated</u>². 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.</p>			
Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to	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

		Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	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.

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 15	Borough Brooklyn	School Number 107
School Name John W. Kimball Learning Center		

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 Eve Litwack	Assistant Principal Pascale Pradel
Coach Jennifer Tirado	Coach N/A
ENL (English as a New Language)/Bilingual Teacher Margaret Galella	School Counselor Alice Ott
Teacher/Subject Area n/a	Parent Alyse Dosik
Teacher/Subject Area n/a	Parent Coordinator Heather Damon
Related-Service Provider Sarah Hunt	Borough Field Support Center Staff Member n/a
Superintendent Anita Skop	Other (Name and Title) n/a

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (excluding pre-K)	571	Total number of ELLs	8	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	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5
	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11

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	8	Newcomers (ELLs receiving service 0-3 years)	8	ELL Students with Disabilities	1
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	0	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	8									0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): <u>0</u>	Number of students who speak three or more languages: <u>n/a</u>
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Freestanding English as a New Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian	1	3												0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		1	1	1		1								0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	1	1	1			1								0
Emerging (Low Intermediate)		1												0
Transitioning (High Intermediate)				1										0
Expanding (Advanced)		2												0
Commanding (Proficient)	3					1								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

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

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

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

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

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

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

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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.

We use TCRWP for all assessments of early literacy skills for our ELLs. We also utilize teacher made assessments. For grades 3, 4 and 5, we incorporate results from Predictive tests (sample NYS tests) to help us modify our teaching to the ELLs. These are given one month prior to the spring NYS Tests. The Leveled Literacy Intervention (LLI) program is used by teachers for Academic Instructional Support. All assessments are used to inform teacher classroom practice and to target areas of need.

Our ELLs make great progress throughout the year, based on results from these assessments. On average, our non-English reading ENL students progress up to four levels in just one year. This information helps our teachers to stay focused for the language achievement of the ELLs. It also provides teachers with areas of need for the ELLs so that targeted instruction can take place. For example one of our students, a Fourth Grade ELL student grew from Level A (September 2014) to a Level S (June 2015). Our Kindergarten ELL students were a Pre-emersion (September 2014) and is now currently Level E, which is on grade level for First Grade. This trend is typical of the ESL students at our school.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

Data patterns across performance levels on the NYSITELL show that most of the children who take the NYSITELL score out of this assessment. This means that most of our children entering our school are already bilingual. The portions of children who do not score out of the NYSITELL have a low intermediate level of English. We use the NYSITELL and NYSESLAT subgroups to target individual instruction for our ELLs.

Data patterns in proficiency levels on the NYSESLAT show that most of our children score out of the ENL program within 3 to 4 years. The pattern suggests that each year the ELL students progress one level each year in their language acquisition. Most children are in need of more instruction in writing, reading and listening. Most children are competent in the speaking modality on the NYSESLAT. Our ELLs typically score high (80%+) on the Reading and Speaking modality on the NYSESLAT. For the Listening and Writing

modalities, they generally scored lower (60% or less) .

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

When the results of the NYSESLAT is made available to our school in the early fall, the ENL Teacher uses this data to guide the classroom teacher in areas of strengths as well as areas of weakness. The data of each ELL student is given to all the classroom teachers, with the ENL Teacher guiding the teacher as how to read the scores. In the past year, on average 20% of ELL students are proficient, 80% score in the transitional or expanding segment. All ELL students increase at least one proficiency level per year.

Because the patterns of our ELLs tend to have weaknesses in the areas of listening and writing, the ENL teacher pushes into to classrooms to support and scaffold students in those areas. She also recommends ways that classroom teachers can support the ELLs growth in these areas when she is not there with them.

The data provided by the NYSESLAT exam helps the ENL teacher and the classrooms teachers develop more targeted, individualized instruction for each ELL student. For the new ELL student, that instruction is vocabulary and syntax - dense, with applications for everyday living skills. Our ELL students grow in English proficiency from one to two levels per year.

4. For each program, answer the following:

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

A. In the past, the patterns across proficiencies show that our ELL students are strong in the speaking and reading modalities. Our ELL students are not as strong in the writing and listening modalities. However, after 2 to 3 years of service they tend to score out of the ESL program. The ELL students do not take native language tests in our school. Currently, there is no data provided by the NYSED to support this claim. Report cards and teacher narratives from their first country are provided. We have found our ELLs to be highly proficient in their first language, based on their report cards.

B. School leadership and teachers use the results of the NYSESLAT and periodic assessments to develop an intervention plan for the ELLs. If the an ELL student needs intervention in ELA, the classroom teacher works with the ESL teacher to create a sound reading and writing program for the ELL student based on the use of Common Core-aligned, interest-driven materials.

C. Classroom and Practice Test assessments have shown that our ELL population makes excellent progress. The ESL teacher tracks this data to ensure that the amount of progress is significant. The ESL teacher also uses daily formative assessments, through questioning techniques and simple exits slips, to further her instruction. Formative assessments are shared by the ESL teacher with the classroom teachers and administration. Although ESL instruction is in English, ENL students are encouraged to use their native language so they can assimilate into the culture of the school and the community. Our library also has various native language books that children can borrow. Many websites offer instruction in the native languages and teachers are encouraged to use them to engage ENL students.

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](#).]

In regards to our RTI program for our ELLs, we look at many components to scaffold each student's language development: language modalities, preferential seating, texts with picture support, kinesthetic TPR, and whether the room is labeled with common vocabulary words. Our school has an active RtI Team that addresses behavior, academic, and social issues for all students. Teachers use a checklist to provide interventions for students with needs and students who do not make adequate progress, and these students are discussed with the RtI Team, resulting in an individualized program for the student. The RTI liaison for the grade works closely with the ENL teacher and the classroom teacher to ensure student success.

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

Ascertain with parents what sort of student their child was in their home country. Parents provide contact information so that the ESL Teacher can contact the previous school to attain student data. Parents also provide data from their home country, such as narratives and report cards. Research shows that when a child is strong in their first language, they will be more successful in learning the second language. Parents are strongly encouraged to continue to instruct and communicate with the child in the native language.

The ESL teacher conferences with classroom teachers on a daily basis to inform them about specific TESOL methodologies, like picture support, preferential seating, and giving the ELL student more wait time for questions. Teachers share running records, informal observations and conferences and any other relevant data with the ESL Teacher. The ESL teacher also observes classroom teachers

when they conference with the ELL student. The ESL teacher has a timeline for language-based progression.

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?

We do not have a Dual Language Program at our school.

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

The ESL and other various programs for ELLs is very successful. Most students move between 4 to 6 reading levels during their first year. The majority of our ELLs score out of the ESL program within 2 to 3 years of service. After they score out of the program, the ELLs score a 3 or 4 on the ELA standardized state and city tests. Our ELL population is successful in attaining their second language.

Part IV: ELL Identification Process

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

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

When parents come to enter their children into our school, they immediately are asked by our school secretary and parent coordinator to produce paperwork that proves their address: bills, letter from landlord. Once this is established, this team also asks the parents for birth certificate and immune records. The parent also fills out the Home language Identification Survey, which is a survey that asks parents if a language other than English is only spoken at home. If the parent is having a difficult time understanding what is requested of them, we seek out a translator to conduct the interview. All paperwork is then given to the parent in their home language. The HLIS is completed with assistance with an ENL pedagogue, Margaret Galella. Ms. Galella is a state-certified TESOL teacher. She administers both the HLIS and the NYSITELL.

During this informal interview between the ENL teacher and the parent, it is determined which language they are dominant in. If the parent writes down that the child speaks, reads and writes in English, the person conducting the interview will assign a language OTELE code on the HLIS form that is not NO (which means English only). If the parent indicates that the child speaks, reads and writes in a language other than English the interviewer will assign a language OTELE code and notify the ENL Teacher immediately through the school telephone, or paging the ENL Teacher if needed. As a second procedure, the interviewer will also give written notification that this child speaks another language to the ENL Teacher.

If the OTELE code is something other than NO, the NYSITELL is administered to the student by the ESL Teacher within the first 10 days of school. The ESL teacher runs a report on the ATS to determine which students have a home language other than English. In our school, we have one professional who speaks both English and Spanish and conducts the Spanish LAB-R. This person who is qualified to conduct these interviews is Mary Ann Cruz, Fourth Grade Teacher.

We also have teachers that speak and read the following languages in case other translations are needed:

Italian: Lisa Silvetti; Tagalog: Sharon Rauceo; Korean: Shirley Harkins; Spanish: Jennifer Tirado and Arelys Vasquez.

The ESL Teacher, Margaret Galella, annually generates a report from the ATS system that gives a breakdown of the NYSESLAT scores for the current ELL students. This breakdown of the scores aids the ENL Teacher in pinpointing the areas of need for these students. The breakdown scores also aids in curriculum planning for the ELL students continuing ESL services in this school year.

If a child who speaks Spanish and does not score out of the NYSITELL, the ENL Teacher and Fourth Grade Teacher who is bilingual in both English and Spanish, administer the Spanish LAB-R to determine in which language the child is dominant.

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).

ENL teacher administers a Reading Assessment/Running Record which includes a verbal retelling of the passage to determine student's reading level and language development. If there is a SIFE student, the evaluation is done within 30 days of entry. There is a SIFE questionnaire for different levels of language acquisition based on the State's 5 levels of acquisition. The questionnaire for a beginner, for example, consists of letter/sound recognition, CVC words, sequential retelling of a simple story. ENL teacher also

administers a benchmark math assessment for the student's grade level. Reading levels and math scores are compared to the most recent data available for student to determine the language growth.

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).

Language Proficiency Team consists of ENL teacher, Literacy Coach, SETSS teacher, a grade level lead-teacher, and one school administrator. The Team meets a minimum of three times per year to discuss newly enrolled ELL students with IEPs or more frequently as needed. When an ELL student with an IEP enters our school, the LPT contacts the parent or guardian to review their IEP and other concerns they may have for their child within the first 20 days of enrollment, where recommendations are made or a rejection of the IEP is made. If necessary, interpretation services are offered to our non-English speaking parents of ELL students with IEPs.

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.

ENL teacher ensures that parent notification letters are sent home in backpacks in parents' preferred home language. The letter is also sent home via email in the parents' preferred home language. The ENL teacher follows up with a phone call to the family or a one-on-one meeting at arrival or pick up times.

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).

ENL teacher reviews the appeal process at the ENL parent orientation meeting. All parent communication is available in parents' preferred language.

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

The first step in our outreach program is holding Parent Orientation Meeting for English Language Learners. All communication with parents is conducted or written in their preferred home language.

The ENL Teacher plans two meetings (called Parent Orientation Meeting for English Language Learners) with parents in the first 10 days of admittance, right after drop off. The Teacher carefully explains the process of identifying children. All parents are notified that the default placement in bilingual if the parent choice form is not returned within 10 days of enrollment. Our parents choose the ENL program.

During the orientation meeting, the ENL teacher also presents a DVD from the Department of Education that is in either English or their home language. If a translator is needed to explain the different options to the parents, at least one of the following teachers, Ms. Vasquez or Ms. Cruz, attends the Parent Orientation Meeting. The Parent Coordinator is also a part of the Parent Orientation Meeting.

If the parent speaks another language other than Spanish, the ENL Teacher will contact the appropriate translator from the DOE for this meeting. After this meeting, the parents are welcome to take home the DVD for their perusal. The parents also have an opportunity to ask any questions about the free standing ENL program we have at our school.

The ENL Teacher answers questions about the programs the Department of Education offers: Transitional Bilingual and Dual Language. The ENL teacher will also find appropriate schools for the parents if they wish to send their child to a school with a Bilingual or Dual Language program. Lastly, the ENL Teacher also gives information to the parents for adult ELL classes in the area, including adult education facilities and local public libraries.

If the parents do not attend the Parent Orientation Meeting, the next step would be that the ENL teacher will call or email the parents during Tuesdays from 2:40-3:20, which is our parent-teacher communication time. If this time is not available for the parent to meet with the ENL Teacher, the ENL Teacher can meet with parents either before school or after school to ensure they are aware of the three parent choices. The last step we take would be to write a letter with the parent choice information and send it certified mail through the US Post Office to ensure they are receiving this information.

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.

ENL teacher ensures that Parent Surveys and Program Selection forms are completed at the ENL parent orientation meeting. The ENL Teacher monitors the parents during this time, answering any questions they may have about the three programs the NYC DOE offers. The ENL Teacher reminds parents that our school only has the ENL program and if they want to, the ENL teacher can research the DL and Transitional Bilingual programs at other schools. Another part of our outreach program is to inform parents that if they previously chose TBE/DL program, but they chose to remain in our school, is to alert them when a TBE/DL program becomes available

at our school. We will do this through phone calls or emails to disseminate this new information. All correspondence or interactions with the parents are made in their preferred language.

Records of parent choice are maintained and collected by the ENL teacher and are stored in a locked closet in the ENL classroom. ENL teacher also monitors the ELPC screen on ATS system to ensure that those selections are intact or that she is aware of any changes.

ENL teacher maintains a physical tally sheet of parent program selections.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
The Parent Coordinator and the ENL Teacher and any translators needed conduct a parent orientation meeting for all parents of ELL students. Usually within a week after registration and the NYSITELL is administered, we hold these parent orientations. Entitlement letters are hand delivered by the ENL Teacher to the parent at either arrival or dismissal. The letter also includes an orientation date. During this orientation, we have parents complete Parent Survey and program selection forms, where the form is collected and held in a secured file for as long as the student attends the school. The forms are available in the parents' preferred language. The Parent Coordinator, Heather Damon, is responsible for assisting with the Parent Orientation Meeting. The ENL Teacher, Margaret Galella, is responsible for administering the NYSITELL, organizing and maintaining all records of the HLIS, Parent Survey and program selection forms, as well as conducting the Parent Orientation Meeting.

The ENL Teacher monitors the Parent Survey and Program Selection forms and if the forms have not been completed or returned, the ENL Teacher will reach out via phone calls or emails in the parents' preferred language. The ENL Teacher will also attempt to meet the parent during drop off in the morning or at pick up in the afternoon to discuss completing this form and the different programs the NYCDOE offers.
9. Describe how your school ensures that placement parent notification letters are distributed.
ENL teacher distribute notification letters to student and they are backpacked home. ENL teacher follows up with a phone call to the family to ensure the letter was received. If there is no response, the letter is sent via certified mail. All correspondence is conducted in the parents' preferred language.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
ENL teacher maintains a file for each ELL student in a locked file cabinet in her office.
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.
The Assistant Principal and Literacy Coach help administer the speaking, reading, writing and listening section of the NYSESLAT. The ENL teacher attends yearly testing meetings and turnkeys information to the above staff members. When scoring the writing section of the NYSESLAT we use the above reference staff members. The ENL Teacher accesses data of the ELL students and their NYSESLAT scores through the following functions on the ATS system: RLAT, RLER, RLAB, RMSR. Through these functions, we can determine which students are eligible for the NYSESLAT.

The testing staff listed above first administer the speaking portion of the NYSESLAT as this is the section that is tested as a one on one. Next, we administer the listening section in groups according to the grade span on the NYSESLAT. We administer the reading section a day after the listening section. Lastly, the writing sessions are administered the day after the listening section. All sections are administered in groups based on the NYSESLAT grouping (all Kindergarten students are tested together, First Graders tested together, etc.) The only time the groups are not tested together is during the speaking portion, which is administered individually.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
ENL teacher distributes letters in parents' preferred language to students to backpack home. ENL teacher follows up with a phone call to guarantee that the family has received the letter. If there is no response, ENL teacher sends letter via certified mail.
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).

The trend at our school is for ELL students to remain in our community and attend our school. We monitor these trends by retaining parent surveys and choice forms for 15 years and then tally the choices and give a report of the trends to the administration for further discussion about how we can use these trends for instruction. 100% of new ELL parents who send their students to PS107 opt to select their neighborhood school. Parents with students at 107 do not choose programs at other schools, such as dual language programs. That trend, we believe, is driven by the strong sense of community that is fostered at the school, information parents obtain

through searching the web and PTA website. One hundred percent of our ELLs (the 8 currently identified ELLs) remain in the school by choice. We make future programming decisions based on our historical data, where new ELL parents opt to remain at our school. The ASPIRA decision, mandating bi-lingual education to those students in need, is relevant but is not requested by new ELL parents. One hundred percent of our 2015-16 new ELL students are from bi-lingual homes, where both parents are proficient in English and the home language. The desire by these parents is for their children to be immersed in English.

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.
 1. a. Instruction is delivered either through a pull-out program or a self-contained free standing ESL program or a push-in program.
 1. b. For our Kindergarten ESL program, we follow a heterogeneous mix of proficiency levels. For our Third Grade ESL program, we follow a homogenous model where the students are on the same proficiency level.

b. TBE program. *If applicable.*

N/A; school does not offer a TBE program.

c. DL program. *If applicable.*

N/A; school does not offer a DL program.

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

The ENL Teacher compiles a schedule for all ELL students that ensures they get the mandated minutes of ENL instruction per week. This schedule is distributed to classroom teachers, the principal, the assistant principal, the literacy coach, the SETSS teacher, and other service providers such as OT and PT teachers.

a. All beginner and intermediate English Language Learners receive 360 minutes a week of ESL instruction. Our advanced learners receive 180 minutes of instruction. The ENL Teacher usually conducts her ESL lessons for the mandated children during the school's literacy time, which starts at 9:10 to 10:00 am every morning, as well as conducting lessons during our embedded AIS, which is twice a week (on Mondays and Wednesdays) for 45 minutes each time, usually at mid-day, around 10:45 am.

The five proficiency levels for ELLs are entering, emerging, transitioning, expanding and commanding. Per week, entering ELL students receive 2 units of ENL study, 2 units of stand alone ENL, 1 unit of integrated ENL /ELA for a total of 360 minutes per week. Per week, emerging ELL students receive 2 units of study, .5 units fo stand-alone in ENL, 1 unit of study in ENL/ELA and .5 unit of study in either stand-alone ENL or integrated ENL/Content area for a total of 360 minutes per week. Per week, transitioning ELLs receive 1 unit of ENL, .5 unit of student in integrated ENL, .5 units of stand-alone ENL or integrated ENL/Content area for a total of 180 minutes. Per week, expanding ELLs receive 1 unit of ENL, 1 unit of integrated ENL for a total of 180 minutes per week. Per week, Commanding ELLs receive .5 unit of study in integrated ENL or ELA or content area.

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 ENL teacher conducts similar classroom mini-lessons during ELLs' reading periods. The ENL teacher also includes reading of non-fiction materials such as science and social studies as part of the ENL curriculum. The ENL teacher continues to conduct lessons in math (usually as a warm-up lesson) within the allotted mandated minutes for the ELLs. The ENL Teacher will push-in during content areas.

ENL curriculum maps are aligned to literacy maps on all grades, which are aligned to the Common Core Standards. During teaching of the content areas, the ENL Teacher will support the ELLs by providing bilingual dictionaries that will help support vocabulary through their native language to acquire new words in their new language. If possible, we ask for assistance from our teachers that

speaking similar languages to the ELLs for translations of specific words or concepts in the content area.

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

The ENL Teacher screens the materials from the home country's schools, such as report cards and letters from school administrators to evaluate their native language. The ENL Teacher interviews and screens parents about the school system in their native country and what type of student their child was. The ENL Teacher also runs reports on the ATS to view the results of the Spanish NYSITELL, to review which language the child is dominant in.

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

ENL teacher using a checklist of the four modalities in each lesson when meeting with ELL students. All four components are incorporated into each lesson. The ENL teacher uses a variety of assessments. Informal assessments, such as a show of thumbs up for understand to shaky hand for not understanding concepts help the ENL teacher to see if the child has learned the initial concept. Other informal assessments include verbal check, a quick jot in notebook, a drawing with labels, shake head or nod. These informal assessments are conducted on daily basis. Formal assessments are conducted three times a year produced by Rigby called ELL Assessment kit. This kit assesses the child in speaking, listening, writing and reading in fiction, nonfiction and math.

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

The ENL teacher often has to differentiate instruction within the ELL subgroups. The teacher often does partner work, partnering a newcomer with an advanced level ELL. All ELLs and former ELLs (up to two years after they score out of the NYSESLAT) receive testing accommodations of separate location and time and half to complete the tests.

A. Our school usually does not have SIFE students. But if we do, the RTI Team has a plan set in place for the SIFE students. The ENL teacher will confer with the RTI Team to plan according lessons with SIFE students, like providing review language lessons during our embedded AIS program. We also have students participate in an At-Risk program with the SETSS teacher.

B. The ENL teacher spends the first six weeks with newcomers reviewing survival and safety skills. This helps the students feel comfortable and establish a personal and trusting relationship with the ENL teacher. After the students feel comfortable with daily routines, the ENL teacher starts to align their language development with ELA lessons. These lessons resemble what is being taught in the general classroom, with more emphasis on vocabulary work.

C. The ENL Teacher places ELL students into a push-in program so that the student does not lose instructional time from the general classroom. At this point of service, the student needs to remain in the classroom but also needs the extra support that the ESL teacher gives, like explaining idioms, grammar points, etc.

D. Students that have been receiving ENL services for more than 6 years are generally not in our school.

E. ELLs students with 1-2 years proficiency receive extended time for tests (including state tests). The reading intervention teacher also services those students as needed. These students receive .5 unit in ENL integrated or content area per week.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to *ELL Policy and Reference Guide, Re-Identification of ELL Status* section.

The ENL Teacher is a highly qualified certified TESOL teacher who conducts all initial and re-identification screenings and appears. During the re-identification appeal for students who are ELL to non-ELL, the ENL teacher pushes into the content area subjects to ensure the student continues his/her regular academic program. The ENL teacher scaffolds the instruction to support student accessibility to the Common Core-aligned curriculum. Our curriculum and teaching staff value cultural identity and make all attempts to integrate the new ELL student's culture into the curriculum using high quality instructional guides and materials. For students who are appealing non-ELL to ELL identification, the ENL teacher strictly follows all ELL mandates.

We ensure academic progress for these students by giving them the mandated ENL minutes taught by a state certified ENL Teacher. A parent can appeal the process up to 45 days after enrollment. The school gathers a committee to review the paperwork to decide if the child is or is not an ELL. This decision can take up to 6 -12 months. The qualified and trained staff

for managing the initial identification process includes the ENL Teacher, Administrators, Literacy Coach. The qualified and trained staff to manage the re-identification process are the ENL Teacher, Administrators, Literacy Coach.

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?

Our school was recently awarded a Title III grant for our ENL program. We are using the Rigby's On Our Way to English series, which includes Common Core aligned guided reading books and benchmark assessments. The series also includes content-area selections in math, science and social studies. On Our Way to English is a program designed specifically for Grades Kindergarten to 5th Grade, perfect for our elementary school ENL students. We are also using Rigby's PM Books. These titles are known for their clear climax and resolution, real story lines and steady growth of sentence structure with easily scaffolded text for reading success among our ELLs. These materials will help our ELLs by providing a rich vocabulary through high picture support, as well as providing sequential story elements and inferential questioning.

When using the guided reading portion of the On Our Way to English, the ENL Teacher can easily group her ELL students according to level of language acquisition. For example, we group together children who are struggling with prediction, we can use the books and work on specific targeted instruction.

The ENL Teacher uses repetition for grammar points, lots of visuals and vocabulary work when working with ELL-SWDs. The ENL Teacher also uses realia to help the students with vocabulary. The ENL teacher confers with the SETSS teacher and the Special Education teacher to help ELL students with special needs. These teachers meet once a week and give each other strategies that will help these students.

When we have ELL students with IEPs, the ENL Teacher logs onto SESIS and reviews their IEP, which helps create the goals specific for these students. The ENL Teacher meets weekly with the ICT Teacher or the SETSS Teacher or with a service provider and reviews the ELLs' goals that are listed on the IEP. We also will create weekly and daily goals for the students as well. The ENL Teacher will also be active on the Student Based Support Team as well as part of the IEP meetings. The ENL teacher reviews the IEPs on the SESIS and signs a 305 form indicating that she has read and understands the needs of the ELL-SWDs. The ENL Teacher will also seek out any service provider for more information about the child or to share best practices with them. All ELL-SWDs who have IEPs receive mandated ESL instruction and the IEP is first adhered to, then the ENL mandates are met.

Our school has a subscription to BrainPop ESL. The username and password are shared with ELL families to continue their language learning at home through technology. Every classroom in our building is equipped with SmartBoard technology which helps the ELLs learn through multi-sensory applications, which is a great way to learn the language.

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

Using a flexible scheduling format, the ENL Teacher will push-in during ELA and content areas for ELLs-SWD to achieve their IEP goals. The ENL Teacher will modify curriculum by using visuals, and using multisensory and language enriched lessons. The criteria to placing ELLs-SWD is that their disability is prohibiting them from reaching Common Core benchmarks and with the use of the ICT Teacher and other service providers and the ENL Teacher, the ELLs-SWD can master the curriculum. The criteria would be difficult in mastering the Common Core curriculum without the mandated Special Education services and ESI services. Our school ensures that ELL students receive maximum time with nonELLs by using the flexible time as a time to push in during science classes or social studies classes. These classes are project-based and the ENL Teacher ensures that the ELL is a part of the group on native speakers.

The school uses a variety of instructional tools, such as the use of technology like the Smartboard, the Elmo and computers, as well as computer programs, such as Scholastic's video center, as resources for the ELL-SWDs to guide them to standard grade level. Our school schedule has built in an extra period a week where the ENL Teacher and the Special Education teachers meet together to discuss progress and teaching strategies for the ELL-SWD's. The administration has a weekly meeting with our Literacy Coach, Special Education Teachers, the ENL Teacher, the Guidance Counselor, the Social Worker, Assistant Principal and the SETSS teachers to brainstorm strategies for our ELL-SWDs. ELL-SWDs are placed in the ICT class based on recommendations from the IEP and the IEP teacher.

Chart

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

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 Dually 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(uu) of this Title. All programs must be provided during the school day.					

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



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

Chart

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

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	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 Dually 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.

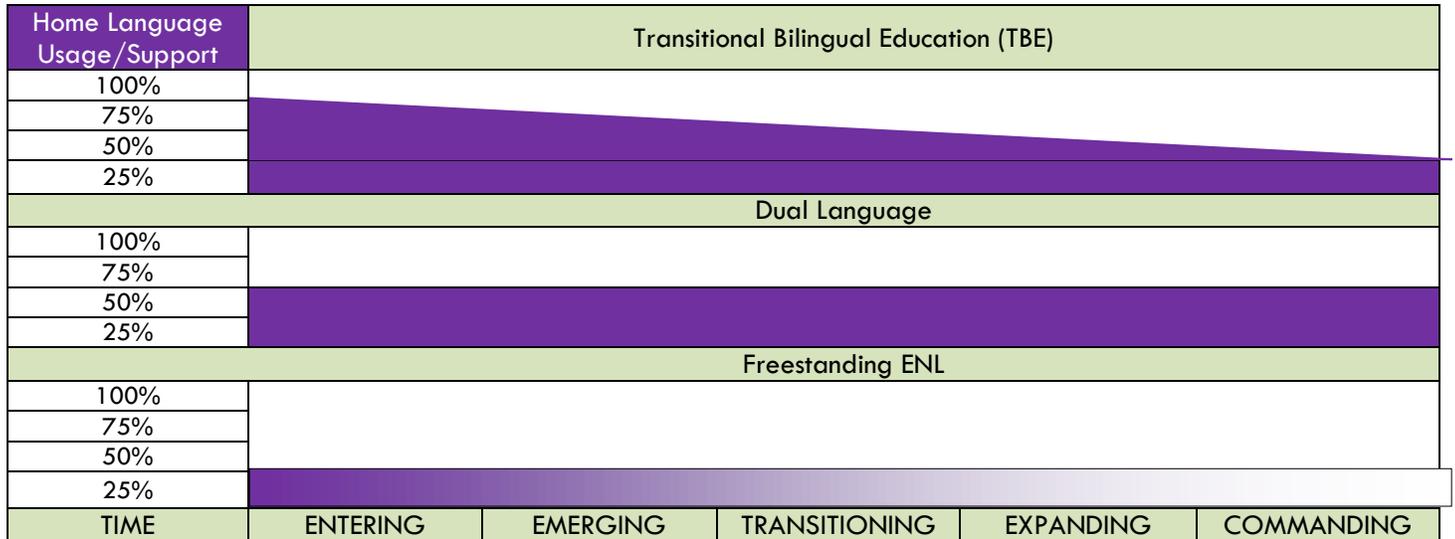


*Note “other approved services” does not apply to New York City at this time.

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. We know our ENL students need an intervention because we have Common Core benchmarks that need to be met. For example, if an ENL student is a level A in First Grade in November, the classroom teacher has a meeting with the ENL Teacher and administration, as well as the RTI Team to determine what intervention programs and services are available for that student.

The ELL students are a part of several intervention programs. The students are a part of our AIS program; all of our teachers that deliver this program during two periods a week. During this AIS, the entire school is a part of a literacy AIS program. Each teacher in our building works with a small group of students (about 4 to 6 students in the group) additional instruction in both Math and ELA. The ELLs are also a part of this AIS program. The ELLs also have access to the library three times a week; once during their allotted library class time and two other times during Open Access. Open Access is a time when students can return books and borrow new books from our school library. The school also has a very successful afterschool program that offers homework help and lots of other enrichment programs: chess, karate, piano, writing plays, dance. An afterschool scholarship program is available for families who qualify.

We see our ELL students, in addition to the mandated time, twice a week for the embedded AIS periods. We usually meet with the students on Mondays and Wednesdays.

We also utilize At-Risk Services provided by our SETSS Teacher. At-Risk services are provided on Thursdays and Fridays by the SETSS Teacher. If the interventions do not work, the child study team discusses possible need for a formal evaluation which may lead to Special Education services.

Our intervention for Social Studies and Science classes is to have the ENL Teacher use the flexible mandated time to push-in to this class and support the ELL with scaffolding TESOL methodologies. The ENL Teacher uses native language interventions such as using bilingual dictionaries or using Google Translate to see both home language word and the English word translation. This is often used in content areas.

11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

The program is effective because ELL students make AYP goals. Most ELL students phase out of the program within 2-3 years. It is clear the program meets the student's needs in content and language development because the ESL program is literacy based, is rich in vocabulary, and is balanced between non-fiction and fiction texts. The ENL Teacher confers with the Literacy Coach and the classroom teacher during ELA and gives lessons based on ELA curriculum with TESOL methodologies. The ENL Teacher confers with Social Studies, math and Science teachers and bases lessons on their curriculum with scaffolding and TESOL methodologies for the ELL students. Assessments include NY State ELA, Math and Science for grades 3, 4 and 5. For the lower grades, we use TCRW assessments, as well as the Rigby ELL Assessments that assess ELA, math, Science, Social Studies, as well as speaking and listening skills. The ENL confers with classroom and content teachers to review the student's assessments once a month. This helps drive instruction.

12. What new programs or improvements will be considered for the upcoming school year?

Our afterschool program has many new programs offered this year, including chorus, theater, dance, karate, movement and yoga. During school we also offer swim program for 2nd graders, music and dance for Kindergarten, yoga for First Grade, African Dance for Third Graders, Ballroom Dancing for 4th Graders and Creative Stages' Shakespeare for 5th Grade.

13. What programs/services for ELLs will be discontinued and why?

Currently we have no plans to discontinue any of our ELL programs.

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

Our PTA generously provides scholarship funds to our ELL students for the afterschool program. Most of our ELL families take advantage of this scholarship fund. If a family does not take part in the scholarship fund, the ESL teacher will seek out the family to ensure that they understand the scholarship fund and afterschool program. Classroom teachers also seek out the PTA to help these families (if they qualify) to support enrichment programs such as 5th Grade overnight trip to Poconos Educational Environmental Trip, 4th Grade Ballroom Dancing competitions, and various theater acts for all grades held at New Victory Theater in Times Square. All ELLs participate in every activity or school program. No one is left out.

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

The ESL teacher uses the computer and the internet to enhance ESL instruction. The ESL Teacher uses a Rigby Guided Reading program that has various reading genres included (fiction, nonfiction, science, and social studies). For our Kindergarten Grade ESL subgroup, the ESL teacher uses the Rigby Guided Reading program as well as the smartboard (utilizing several internet programs like Brain Pop and Starfall) to promote reading. The ESL teacher uses iPads for vocabulary enrichment for both First Grade students and Fourth Grade students. The First Grade students also use Brain Pop for math instruction. For our Fourth Grade ESL subgroup, the ESL teacher uses the Rigby Guided Reading program as well as the smartboard (utilizing internet programs like Professor Garfield (reading comprehension, sequencing and inferencing) and Kahn Academy and Dreambox (for math). We also utilize bilingual dictionaries, student teachers who speak the native language to help our ELLs and their instruction in their new language.

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

Our ESL program provides instruction in English. The ESL teacher celebrates the students home languages by asking for translations of the vocabulary words in their first language and then providing the same vocabulary word in English. The ESL teacher uses cognates from both languages to assure literacy comprehension and inclusion of the Native Language. Our school library provides several native language books in Spanish, German, French, Dutch, Chinese and Bengali for continued literacy of the Native Language at home. The ESL teacher organizes peer buddy system that pairs up students learning English with students who speak fluent English and share their native language.

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

Support and resources are determined by grade level and age appropriate materials. For example, kindergarten students may trace their bodies to learn vocabulary while a newcomer in 4th grade may label a photo of a human body. We use Rigby's Intervention by Design for ELA and Ribby's Lighthouse book series as well.

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).

Our very active PTA hosts a Newcomers Breakfast for our families. There are numerous special events, also hosted by the PTA, which include a celebration of the many cultures that make up the school (such as Heritage Day, Art Day and Science Day) and all families are welcome. Staff that is involved with these activities are administrators, Literacy Coach, parent coordinator, ENL Teacher, Science Teacher, Art Teacher and classroom teachers. The principal also has a coffee Klatch with every grade in September, where parents are welcome to mingle and meet the principal. All notifications of these events are provided in the parents' preferred language.

19. What language electives are offered to ELLs?

During school hours we are not able to offer a foreign language. Our afterschool offers Chinese language enrichment program. Any ELL can attend this program.

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)?

We do not have a dual language program at our school.

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.)
 1. The ENL Teacher/bilingual /ESL Coordinator receives 3 to 4 professional training days throughout the school year. The following dates are the professional development dates the ENL Teacher:
Friday, August 28th, Saturday, August 29th, Saturday, September 12th, Friday, September 18th, and November 7th: Orton-Gillingham training for Associate Level, hours 8:30-4:30pm.

Tuesday, November 2nd: ELL Elementary Literacy Conference

The ENL Teacher as well as the classroom teachers of the ELLs attend these PDs.
The Parent Coordinator, Guidance Counselor and School Secretary have attended selected professional development sessions provided by our Network.
The Assistant Principal receives yearly professional development for ELLs at her district PDs for AP support group. Comon Branches teacher, subject area teachers and paraprofessionals receive 9 hours of PD for ELLs conducted on Chancellor's Days conducted by the ENL Teacher.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

The ENL teacher receives training in the Common Core Standards at the school level, through faculty and other grade level meetings. In looking at our Literacy curriculum and the Instructional Shifts. The ENL teacher incorporates a variety of nonfiction literature, including "how to" books and "all about" books in her teaching along with an emphasis on social studies skills, such as map reading and comparing and contrasting cultures of the world. In addition, she regularly attends Network and DOE professional development workshops.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

The ENL teacher researches surrounding middle schools to see which schools will accommodate our ELL population. The suggestions are then given to the classroom teachers as well as to the parents of the ELLs. The ESL teacher has also arranged tours for prospective ELL parents to various participating middle school. The Guidance Counselor attends professional development workshops about the middle school process as well assists in making arrangements for families to tour middle schools.
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.

During professional development days, such as Election day or Brooklyn/Queens Day, and our professional development bi-weekly sessions, the ENL Teacher will hold training for staff on such topics as TESOL Methodologies to be used in the general classroom. Specifically, the ENL teacher provides the teachers with lessons on TPR (total physical response) for children who arrive at the school with no English skills; the ENL teacher also advises teachers on how to create a positive relationship with ELL parents; provides specific strategies to teachers to help support ELL students within the classroom, for example, scaffolding and essay, labeling the room, pairing up students who may have similar home languages. Specific activities include how to introduce vocabulary to the ELLs, how to scaffold content area for the ELLs and how to informally assess ELLs on daily basis. The ENL Teacher maintains records by having teachers who attend the PDs sign in. After the PDs, the ENL teacher surveys the teachers for feedback.

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?

ENL teacher schedules individual conferences for parents at the initial parent orientation meeting. These meetings are scheduled at the parent's convenience or for Tuesday "parent engagement" periods (Tuesday afternoons after school). All parents meet with the ENL teacher within the first month of admittance. A second individual meeting is scheduled in the mid-year. We make arrangements either within our staff or within the community to provide translation for the parents.

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

All records for parent meetings, phone calls, letters, etc., are kept by the ENL teacher in individual student files, which are maintained in a locked filing cabinet. Notes of the translations are kept in the locked filing cabinet as well.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parents of ELL students are encouraged to attend our monthly "First Fridays" in classrooms to learn more about curricula and ways to support their children at home. In addition the PTA hosts multiple weekend events where all parents and students are encouraged to participate.

We have a high involvement of parent volunteers in our school. The parents contribute in many ways to our school. We have First Friday, where parents come in and read to the children in their children's classrooms. We encourage our ELL parents to also read to their children in their native tongue in their children's classrooms. Parents organize many school/community building events such as harvest fairs, International Day, Spring Fling Dance, and movie nights (where children watch a movie at the school, leaving the parents to have a free night). The parents also have book groups with children, organize a math super star program and are very active in the afterschool program. The PTA also has a newsletter that is printed in English and Spanish. All of our ELL parents are equally involved and invited to all events.

The parent coordinator's role ensures that the ELL families are aware of school events by providing parents' preferred language communications as well as organizing translators at these events.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? The ENL teacher communicates regularly with several agencies in the neighborhood that gives free adult ENL classes, including Project Reach Youth on 14th Street. This information is conveyed to our ELL parents in the beginning of the school year. The ENL Teacher also has a good relationship with neighboring public libraries, where free adult ENL classes are also held. This information is also disseminated to the ELL parents. All information is provided in parents' preferred home language and translation services are provided from within our staff or our community.

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

The ENL teacher has an open door policy where any ELL parent can visit her during the hours of 8:20 –9:10 every morning, Monday through Friday. During these informal parent-teacher conferences, the ENL teacher interviews the parents to see if their needs and their needs of their children are being met. The communication between the ELL parents and the ENL teacher is very open and very responsive. The ENL Teacher provides surveys in parents' preferred home language to assess families' needs. Parent Coordinator facilitates the distribution of surveys and collection of surveys. All communication is provided in parents' preferred home language and translators are provided from within our staff or community.

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

Our parents are involved in their children's academic life. We have a School Leadership Team that consists of parents, teachers, an UFT union rep, the principal and the assistant principal. During these meetings, the needs of parents and children are discussed openly. If there is a discussion about the ELL students, the principal communicates the issue to the ENL Teacher. The union reps also write minutes on the meetings and these minutes are distributed to all teachers in the building. It is from these meetings that involvement activities are designed, with the needs of children foremost in our minds. The parent coordinator facilitates the organization of activities and communicates dates and times in their preferred home language. Translators are provided from within our staff or community.

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.

Part VI: LAP Assurances

School Name: John W. Kimball PS107

School DBN: 15K107

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)
Eve Litwack	Principal		9/15/15
Pascale Pradel	Assistant Principal		9/15/15
Heather Damon	Parent Coordinator		9/15/15
Margaret Galella	ENL/Bilingual Teacher		9/15/15
Alyse Dosik	Parent		9/15/15
Sarah Hunt/SETSS	Teacher/Subject Area		9/15/15
N/A	Teacher/Subject Area		
Jennifer Tirado/Literacy Coach	Coach		9/15/15
N/A	Coach		
Alice Ott	School Counselor		9/15/15
Anita Skop	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **15K107** School Name: **John W. Kimball**
Superintendent: **A. Skop**

Before you begin, please check the following:

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

We gather data from the classroom teachers, the HLIS, and at individual parent conferences with the ENL teacher to determine the need for translation of materials or interpretation. Many of our parents are bi-lingual so there is often minimal need for translation of materials and interpreters for conferences. The PTA translates fliers into Spanish and translations of other school communications are made with the aid of our Spanish-speaking teachers. If other language translations are needed, the DOE provides basic communication letters on the website. We also run an ATS report to determine parent language preference for school communication. We work with parents on an individualized basis to tailor Emergency Contact Cards in their home language if needed. We also offer translation services for the DOE School Survey to parents as needed.

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 vast majority of our parent ELL population are literate in both their home languages and in English. Although we have parents who speak Russian, Dutch, Hebrew, and Japanese, all prefer written school communications in English. All of our ELL parents are able to orally communicate in English as well. At the beginning of each year we offer translation services to ELL parents, however no requests have been made.

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.)

The following information is available for translation: PTA Family Handbook, classroom newsletters, school calendars, Parent Teacher conference announcements, principal letters to parents, after school program information, NYS testing dates.

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.

ENL Parent Orientation meeting on 9/17/15 (am); Curriculum Night is 9/17/15 (pm); Fall Parent Teacher conferences are on 11/5/15; Spring Parent Teacher conferences are on 3/3/16; May Curriculum Conference 5/12/16. There are at least two additional conferences between the ENL teacher and the ELL parents, one in the fall and one in the mid-year (Jan-Feb). In addition, the ENL teacher will call home or meet with parents as needed.

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.

If translation needs are determined we request assistance from former ELL parents who speak the same home language. We also utilize our school staff for oral and written translations. If we cannot provide a translator in the home language, we purchase translations services from either a DOE vendor or contact the Translation & Interpretation Unit.

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

The school will provide interpretation services if they are needed with either an on-site staff member or parent member. If no staff/parent translator in the home language can be located, the school will contact the Translation & Interpretation Unit.

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.)

The ENL teacher speaks directly to teachers who have ELL students in their classrooms to ensure they know the protocols for translation services and provisions. Additionally, the ENL teacher provides professional development to the entire staff regarding ELL mandates and translation services for families. Teachers who may have further questions or concerns work directly with the ENL teacher to provide appropriate translation/interpretation services.

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

The ENL teacher ensures that ELL parents receive all school notifications in their preferred languages. The ENL teacher works with the school administration, Parent Coordinator and building custodian to ensure that Welcome Posters for ELLs are displayed, the Parent Bill of Rights is distributed, and other materials are accessible.

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)

ENL teacher, classroom teacher and administrators work together to ensure that parent needs are being met through formal and informal communication.