

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): **15K124**

School Name: **P.S. 124 SILAS B. DUTCHER**

Principal: **ANNABELLE BURRELL**

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

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

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)

Section 1: School Information Page

School Information

School Name: Silas B. Ducher School Number (DBN): 15K124
Grades Served: PK-5
School Address: 515 4th Avenue, Brooklyn NY 11215
Phone Number: 7187880246 Fax: 7189659558
School Contact Person: Annabell Burrell Email Address: Aburrell2@schools.nyc.gov
Principal: Annabell Burrell
UFT Chapter Leader: Karen Lane
Parents' Association President: Jill Bloch
SLT Chairperson: _____
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

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

Borough Field Support Center (BFSC)

BFSC: _____ Director: _____
Director's Office Address: _____
Director's Email Address: _____
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)
Annabell Burrell	*Principal or Designee	
Karen Lane	*UFT Chapter Leader or Designee	
Jill Bloch	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Kim Salmon	Member/ parent	
Thom Widman	Member/ Parent	
Gary Stevens	Member/ Parent	
Zoe Gaby	Member/Parent	
Jessica Regevik	Member/ Staff	
Maria Genao-Duran	Member/ Staff	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Angela Smith	Member/ Staff	
	Member/	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

The Six Elements of the Framework for Great Schools

Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE’s Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

PS 124K is a Title I school located in the South Slope of Park Slope, Brooklyn that serves a linguistically and culturally diverse community. The student population is very diverse and is comprised of almost 55% Latinos, 20% Asians, 15% Whites and 8% Blacks. Our students speak Spanish, Arabic, Bengali, Mandarin, English, and Polish. We serve approximately 347 students in grades Pre-K to 5. Our faculty is diverse and we have an above average number of male teachers. One of our characteristics is small class size across most grades.

We work hard to foster a life-long love of reading in each and every student. Our school library is an excellent resource for both students and teachers with an abundance of literature to support our faculty and student readers. Our science lab supports our curriculum and focuses on inquiry based learning that engage students in hands-on exploration. We have a full time licensed science teacher with an Undergraduate Degree in Biology and a Masters in Science and Environmental Education. His approach to science instruction has yielded above average results. During the 2013-14 school year, more than 90% of our fourth grade students performed at levels 3 and 4 on the New York State Science Performance Assessment.

The arts are supported by full time visual arts and music instructors. Our students are learning to play the recorder and guitar and participate in large scale mural projects that reflect our diverse community. In addition, outside organizations work with us to provide exciting experiences in theater. Our students' education is enhanced through educational excursions to cultural institutions throughout the city.

We are proud of our advanced achievements in technology. Our teachers and students use our school website to share lesson plans, videos, and to communicate with other school communities. We are committed to preparing our students for the technological world they live in and will inherit.

We are committed to growing strong bodies. We have added a school vegetable garden through the generosity of Lowe's. Our students have planted and harvested vegetables. Parents participate in monthly workshops where they learn about the nutritional value of specific vegetables. We will continue to participate in the Adult Cookshop Program and Cookshop in the Classroom.

We are a professional community that works hard to provide the best education possible to our students. Our goal is to prepare them for their continued educational journey. Our students' success is our success.

Our special populations include ESL students and students with special needs. Our ESL students need instruction that targeted to address their needs by more than the ESL teacher. More than 50% of our ESL students are at the beginning stages of English acquisition. Classroom teachers need support in differentiating and scaffolding instruction to meet the needs of ELLs.

We have increased the number of Self-Contained Special Education and ICT classes. The school community, in particular, families, needs additional support in understanding the needs of this population and the benefits of services to students in these settings.

Framework for Great Schools: PS 124 has been most successful in creating a supportive learning environment and school culture. Examples include classroom goal setting across all grades, student of the month in each class with recognition on the main floor hallway, student clubs that address social-emotional learning, such as, Boys' Club and Girls' Club in the 4th grade, Sparkle Club in kindergarten, leadership roles in every classroom and leadership roles in the

school and the school wide initiative of teaching the 7 Habits of Highly Effective People. Students are proactive about their own learning and freely share ideas about how to make PS 124 a better place for them to learn.

15K124 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	347	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population		86.0%	% Attendance Rate	94.5%
% Free Lunch		62.6%	% Reduced Lunch	1.9%
% Limited English Proficient		21.2%	% Students with Disabilities	15.9%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		0.3%	% Black or African American	10.6%
% Hispanic or Latino		54.5%	% Asian or Native Hawaiian/Pacific Islander	19.3%
% White		13.4%	% Multi-Racial	1.6%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		9.17	# of Assistant Principals (2014-15)	N/A
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	1.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		N/A	Average Teacher Absences (2013-14)	3.27
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		23.3%	Mathematics Performance at levels 3 & 4	32.0%
Science Performance at levels 3 & 4 (4th Grade)		93.0%	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		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	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		YES		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		

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

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
 - Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.
- The Kindergarten grade band is comprised of more than 45% Latinos and 12% Asians with Whites and Blacks comprising approximately 30%. 9 kindergartners have a learning disability that is identified in their IEPs. Students’ reading levels and comprehension skills were assessed in May and June of 2015 across all grades. Almost 40% of all students in Kindergarten are currently reading below grade level expectations in preparation for first grade.
 - PS 124 has a strong literacy program that combines exposure to rich literature through the ReadyGen curriculum and guided reading practices through the use of leveled books.
 - Our last QR identified a need to focus on rigorous instruction across all grades. In reading and reading comprehension, questioning by the teacher and the students before during and after reading in guided reading instruction and read-aloud experiences will be targeted. Questions will be preplanned by the teacher to improve higher level thinking. A focus on questions about and beyond the text will drive planning.

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.

Improve literacy achievement of first grade students reading below grade level on the Fountas and Pinnell Assessment System 1. 39% of incoming first grade students are reading below independent grade level. By December 1, 2015, 50% of these students will have achieved grade 1 benchmarks in reading; Level F. By March 2015, 60% of these students will have achieved grade 1 benchmarks in reading; Level H. By May 2015, 70% of these students will have achieved grade 1 benchmarks in reading; I/J.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> • Daily guided reading instruction in targeted groups. • Read-Aloud instruction with a focus on comprehension beyond the text. • Parent information sessions on reading skills and strategies provided by school staff. • Use of online resources to improve reading fluency and automaticity of high frequency words 	<p>Grade 1 students reading below Level C in September.</p>	<ul style="list-style-type: none"> • December 2015-50% achieving benchmark level F. • March 2015-60% achieving benchmark level H. • May 2015-70% achieving benchmark level I/J. 	<ul style="list-style-type: none"> • RtI Teacher • Classroom Teachers • Assistant Principal • Librarian

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> <ul style="list-style-type: none"> • Reading Block • Guided reading text level sets 										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	
	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.

- December 2015-50% achieving benchmark level F.
- March 2015-60% achieving benchmark level H.
- May 2015-70% achieving benchmark level I/J

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

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

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

Part 1 – Needs Assessment

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

Part 2 – Annual Goal

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

Part 3 – Action Plan

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

Part 4 – Budget and Resource Alignment

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

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

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

Part 5 – Progress Monitoring

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

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

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

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

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

The 2015 QR supports improvement in the work of teacher teams. Goals must be more focused, follow up needs to be more consistent and a shared commitment to the team’s expectations needs additional support. Student work has demonstrated improvement when teachers collaborate on addressing student challenges. Specifically, problem-solving skills in mathematics and the use of math language by students have improved in direct connection with teacher collaboration. Evidence is found in the results of Exemplar math task analysis.

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.

Teachers will meet 2x a month to analyze student work in literacy, identify trends and plan for instruction that improves outcomes for all students. Specifically, teachers will identify performance tasks in literacy, standards and skills, analyze the results and plan instruction to address student challenges. Teachers will collaborate on developing a template for recording the data, take minutes and calendar instruction to address needs. These will be shared with colleagues and administrators on a monthly basis, including student outcomes.

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. 			
<ul style="list-style-type: none"> • Teacher team meetings every other Monday afternoon. 	Teachers	October 2015 to May 2016	Teachers & supervisors

• Regular use of literacy rubrics and charts during instruction and posting of these in the classroom in student-friendly language.	Teachers and students	October 2015 to May 2016	Supervisors

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
December 2015-Teacher Teams will demonstrate regular collaboration by way of minutes. Teachers will share data that demonstrates assessing and addressing student needs in literacy.
March 2016- Teacher Teams will demonstrate regular collaboration by way of minutes. Teachers will share data that demonstrates assessing and addressing student needs in literacy. Teachers will assess students’ reading fluency and comprehension and compare to beginning of the year assessments. Teachers will assess students’ writing skills according to NYSED Rubric at the beginning (October) and middle (January) of the school year to check for improvement.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

<ul style="list-style-type: none"> • Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data. • Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

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

Part 3 – Action Plan

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

Part 4 – Budget and Resource Alignment

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

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

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

Part 5 – Progress Monitoring

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

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

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

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

Part 1 – Needs Assessment

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

Part 2 – Annual Goal

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

Part 3 – Action Plan

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

Part 4 – Budget and Resource Alignment

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

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

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

Part 5 – Progress Monitoring

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

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

Section 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)	EoY Reading Levels]Guided reading and model & interactive writing	Small group instruction	During the school day
Mathematics	Results of NYS Standardized Math Exam-grade 4	Online games targeting number sense and basic math skills	1:1	During the school day.
Science	Results of NYS Standardized Math Exam-3 rd grade	Hand-on learning experiences	Small group instruction	After-school sessions 1x a week.
Social Studies				
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Referrals by classroom teachers	Social-emotional targeted clubs	Small group meetings	During the school day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none">• All pedagogues are licensed and are assigned to teaching assignments in their licensed areas.• Specialists (music, art, science, literacy, special education, speech, occupational therapist) participate in off-site professional development offered at the city level and in District meetings to improve practice and to learn new teaching strategies.

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).
<ol style="list-style-type: none">1. All classroom teachers and out of classroom specialists, except as those indicated under the new teacher evaluation system, receive frequent feedback on classroom instruction to improve teaching practice.2. Advance teacher evaluations system is used to track teacher expertise in the different components of the Danielson Framework for Teaching in order to design professional development activities that address the needs of teachers.3. Teachers providing services to students with special needs participate in professional development opportunities provided at the school level, CFN and City level in order to improve practice and adhere to mandates.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).
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Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	269,622.00		
Title II, Part A	Federal	82,717.00		
Title III, Part A	Federal	11,200.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,880,765.00		

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. Silas B. Dutcher, 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

Silas B. Dutcher, 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.

Application for Immigrant Funding

Requirements: Title III, Part A - Immigrant Funds can be used for activities that provide enhanced instructional opportunities for immigrant students, which include:

- family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children
- support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant students
- provision of tutorials, mentoring, and academic or career counseling for immigrant students
- identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds
- basic instructional services, including costs for additional classroom supplies, transportation costs, or other costs directly attributable to such services
- other instructional services designed to assist immigrant students to achieve in elementary and secondary schools in the United States, such as programs of introduction to the educational system and civics education
- activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant students by offering comprehensive community services

Funding follows similar guidelines for Title III funds established by the Division of English Language Learners and Student Support (DELLSS) and can only be used to provide supplementary services to immigrant students (who may or may not be ELLs). Priority areas for the use of Title III, Part A - Immigrant Funds are as follows:

- developing new and/or enhancing programs for immigrant students from the Caribbean countries where English is spoken as a dialect
- developing new and/or enhancing programs for newcomers
- developing new and/or enhancing Transitional Bilingual Education programs and/or Dual Language programs
- improving teaching and learning in core subject areas
- implementing strong student supports to increase graduation rates

For more information on Title III requirements, please see the School Allocation Memo or contact your BFSC's deputy director for English language learners.

Directions: Please complete the Title III - Part A, Immigrant Program application below. Completed applications must be submitted by December 4 via email to your BFSC's deputy director for English language learners. Please refer to the SAM.

Part A: School Information	
Name of School: Silas B. Dutche	DBN: 15K124
Name/Phone/Email Address of Contact Person: Annabell Burrell/718-788-0246/Aburrell2@schools.ny	
This school is (check one):	<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)
Part B: Direct Instruction Supplemental Program Information	
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other: _____	
Total # of immigrant students (including ELLs) to be served: _____	
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12	
Total # of teachers in this program: 1	
Describe the direct instruction supplemental program in the space provided below. Description should include: <ul style="list-style-type: none"> • Rationale • Subgroups and grade levels of students to be served • Schedule and duration • Language of instruction • Number and types of certified teachers • Types of materials 	
<p>Begin description here: We are committed to developing inquisitive, critical thinkers who will embark on a lifelong journey of learning. We believe in the value of developing citizens who are proud of their cultural heritage and become bicultural as well as bi-literate. We are proud of the accomplishments we have made with our ELLs and currently provide many programs that support the academic achievement of ELLs. To continue our support for these students we will use Title III funds for Shakespeare for Sprites. There are 15 ELLs in first grade. This program is very effective in helping ELLs make progress in language acquisition. 3 classes in grade 1 will participate in a 10 week residency with theatre artists from Gallery Players, a community playhouse. They will use ESL methodologies, such as TPR, improvisation and storytelling, to improve literacy. They will innovative dialogue and participate in rehearsals to present the play Macbeth. Students will perform the play for the school community, including parents and kindergarten classes. Each performance will be video-taped. Parents of these ELLs will also participate in a workshop that will focus on how developing strong oral language skills improve literacy. Students will also take part in language and cultural activities in and outside of the classroom through trips to various cultural institutions such as El Museo del Barrio, the Chinese Museum, and the Brooklyn Children’s Museum.</p> <p>Teachers will maintain a classroom environment that supports language and culture, where students feel comfortable taking risks. They will plan activities that differentiate instruction to meet the individual needs of learners and integrate cultural information with language and core curriculum of other content areas. Books in the native language will be made available in the classroom libraries. The scheduled trips will provide students with the opportunity to explore our diverse city and its rich cultural institutions. These experiences will directly impact student achievement in a long last lasting and positive way and support the development of an appreciation for cultural differences.</p> <p>Based on the results of the New York State English as a Second Language Assessment Test (NYSESLAT) and the English Language Arts assessment, a supplementary instructional program in ESL is essential to the academic and social success of our English Language Learners. Analysis of the results of the NYSESLAT administered in spring 2015 revealed the following: 19 Entering, 7 Emerging, 10 Transitioning and 19 Expanding. Title III Program will support student English language development in basic interpersonal</p>	

communication and cognitive academic language skills. In grades K-1, there are twenty-two (22) ELL students. Eleven (11) are at the Entering Stage of English language acquisition. Grades two and three English language learners total twenty-one (21) students. Grades four and five English language learners total twelve (12) students. Almost one-third of the students eligible for standardized testing for the NYS ELA and math exams are in grades three, four and five.

The supplemental newcomer program will focus on the following instructional activities, including acquiring and practicing basic interpersonal communication skills through small group hands on activities. Students will work on collaborative language projects, such as reading and production of plays, participate in Total Physical Response activities, listen and respond to read-alouds, and use visual props to aid communication. In addition, students will have exposure to a variety of literary and communicative genres. The program duration will begin in February 2016 and continue throughout the 2015-2016 school year and take place two times a week from 2:45 PM to 4:30 PM for three and a half hours (3 1/2) of supplemental instruction per week.

The assessment preparation program will focus on test taking strategies, understanding the language of tests, using native language glossaries in addition to reading and comprehension strategies. The duration of the assessment preparation program will begin in January and continue through May, focusing on the NYSESLAT and Fountas and Pinnell literacy skills assessment to improve literacy. The program from February to March will focus on Math preparation. The program from April to May will focus on Science and NYSESLAT preparation.

The posting for the ENL Teacher as provider of services for the ENL After-School Program will be made available district-wide.

Supplemental materials will be acquired for Title III to provide support to the newcomers and test preparation groups. Instructional materials will include NYSESLAT test prep books, non-fiction student books, teaching aids, and other various appropriate realia.

There is one after-school program housed at PS 124; The Park Slope YMCA, that services students in grades K-5 and is focused on arts and crafts, recreational activities, such as sports, and homework help. This program runs five days a week, Monday to Friday from 2:45 PM-5:30 PM and is free of cost to families.

Part C: Professional Development

Describe the school's professional development program for Title III Immigrant Funds program teachers as well as other staff responsible for delivery of instruction and services to these targeted immigrant students.

Description should include:

- Rationale
- Teachers to receive training
- Schedule and duration
- Topics to be covered
- Name of provider

Begin description here:

Eighteen (18) percent of the total school population are English language learners and every classroom has students who are ELLs. The language groups include Arabic, Spanish and Mandarin speakers. All teachers are teachers of ELLs. Mandated PD for all teachers is part of the New York State Education Department requirements.

All classroom teachers will receive professional development during the school year according to Part 154.2 Regulations; 15% in ELL practices/methodologies and relevant content. Dual Language teachers and the ENL teacher will receive 50% of their professional development throughout the school year in ELL

practices/methodologies. Professional development will occur on site and provided by school staff, including the principal, and off-site by the Department of English Language Learners and Student Support, Fordham University and the Brooklyn Field Support Center. Topics will include Supporting ELL Writers and Oral Language Instructional Strategies.

The following schedule aligns with the Language Allocation Policy:

September 2015-Understanding Part 154.2 Regulations

October 2015-Strong Core Instruction for ELLs

November 2015-ELL Oral Language Development and Instructional Strategies

December 2015-Designing Language Objectives for ELLs across All Content Areas (Fordham University)

December 2015-Supporting ELL Writers

January 2016-Math Problem-Solving Strategies for ELLs

February 2016-Co-Teaching Practices to Support ELL Achievement

March 2016-Understanding the Expectation of the NYSESLAT

April 2016-Look at ELL Student Work-ELA

May 2016-Planning for ELL Achievement in ELA/2016-17 school year

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of immigrant students (including ELLs) that will impact higher achievement for these targeted students. Description should include:

- Rationale
- Schedule and duration
- Topics to be covered
- Name of provider
- How parents will be notified of these activities

Begin description here:

In order to better support the achievement of ELLs and to promote a strong school-home partnership, it is the responsibility of the school to encourage and assist families of ELLs in parental involvement activities. All parents of English Language Learners at P.S. 124 are invited to attend parent workshops that will be offered throughout the school year. Parental involvement and support are an important component of student success in school.

Topics to be included are workshops on daily mathematics that support number sense and literacy strategies to use with students in the early childhood grades at home, information session on literacy websites (through hands-on exploration) that promote English acquisition and the Common Core Standards. In addition, informational sessions about English Language Learners regarding testing and promotional policy will be offered.

September 2015-Understanding and Selecting ENL Program Models

January 2016-Supporting English Acquisition at Home

March 2016-Understanding the Expectations of the NYSESLAT

April 2016-Promotion Criteria and the NYS Standardized Exams

May 2016-Hands-On Math Learning Games and Activities

Parent workshops will take place throughout the 2015-2016 school year, and sessions will have a duration of one (1) hour for a total of four to six (4-6) hours/year. The workshops will take place in the early evening during the week and/or in the morning during school hours. The workshop provider will be the current certified ENL teacher, Jeannie Villavicencio and/or the principal. Parents will be notified of scheduled

Part D: Parental Engagement Activities

workshop sessions through backpack notices in students' mailboxes, through phone calls to homes by the parent coordinator, via phone messenger and via electronic mail.

Language of service will be in English. However, there will be translation available through the ENL teacher in Spanish and through the Translation and Interpretation Unit of the NYC Department of Education. Refreshments will be offered at all parent workshops. Instructional and supplemental materials will also be provided at all events.

Part E: Budget

FOR SCHOOLS THAT ARE NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your budget matches your plan as described in Parts B, C, and D above.

Allocation Amount: \$ 4138

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title
Professional salaries (Schools must account for fringe benefits.) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High-quality staff and curriculum development contracts 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be: <ul style="list-style-type: none"> – supplemental – additional curricula, instructional materials – clearly listed 	_____	_____
Educational software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	\$3506	_____

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 124
School Name Silas B. Dutcher		

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 Annabell Burrell	Assistant Principal None
Coach None	Coach None
ENL (English as a New Language)/Bilingual Teacher Jeannie Villavicencio	School Counselor Christine Youssef
Teacher/Subject Area Karen Lane/ELA	Parent Melissa Camacho
Teacher/Subject Area	Parent Coordinator Donna Maxil
Related-Service Provider Jessica Regevik/SETSS	Borough Field Support Center Staff Member Y. Torres
Superintendent Anita Skop	Other (Name and Title) type here

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <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	2	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	1
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)	344	Total number of ELLs	62	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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
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	1	1												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	62	Newcomers (ELLs receiving service 0-3 years)	56	ELL Students with Disabilities	9
SIFE	1	Developing ELLs (ELLs receiving service 4-6 years)	6	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				0
DL	4									0
ENL	47	1	3	11		5				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
Chinese														0
SELECT ONE													0	0
SELECT ONE													0	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 4	18	0	19														4	0	0	
SELECT ONE																	0	0	0	
SELECT ONE																	0	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): 0

Number of students who speak three or more languages: 8

Freestanding English as a New Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	2	1	3	4								20	0
Chinese	8	10	5	4	3								32	0
Russian													0	0
Bengali					1								1	0
Urdu													0	0
Arabic	1	2	1	3	1								9	0
Haitian													0	0
French													0	0
Korean													0	0
Punjabi													0	0
Polish													0	0
Albanian													0	0
Other													0	0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	6	7	1	2									21	0
Emerging (Low Intermediate)	1	2	2	3	1								9	0
Transitioning (High Intermediate)	4	0	1	1	1								11	0
Expanding (Advanced)	1	5	3	4	4								19	0
Commanding (Proficient)	0	0		0									0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

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

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

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	20	12	3	49	0
4	18	11	4	41	0
5	10	11	3	39	0
6				0	0
7				0	0
8				0	0
NYSAA				3	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3		10		10		1		41	0
4		19		8		2		42	0
5		13		3		6		39	0
6								0	0
7								0	0
8								0	0
NYSAA								3	0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4				8		37		45	0
8								0	0
NYSAA Bilingual (SWD)								0	0

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

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

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								<ul style="list-style-type: none"> PS 124 uses the Fountas and Pinnell Assessment System Level 1 to assess the early literacy skills of ELLs at all grade levels and the assessment results from NYSITELL. Analysis of the combination of these assessments reveal that our beginner ELLs, dependent upon their native

								<p>language and prior school experience, if any, have some or no knowledge of letter identification, letter/sound relationships and high frequency word mastery. The data helps us to group students for intervention, differentiate small group work in the classroom, and identify instructional resources and strategies for maximum outcomes. Our smallest population, 10.7% of the total ELL population are Entering, and the largest group, 37.5% are Expanding.</p>
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After reviewing and analyzing the assessment data, answer the following:

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

The data patterns on the NYSESLAT show that students have proficiency in basic interpersonal communication skills (BICS), as seen with the majority of students scoring at Commanding and Expanding levels across all grades. Results on the writing and reading subtests of the NYSESLAT reveal that students need continued support with critical reading and writing. The majority of our students are either in the entering or expanding stages of English acquisition. Approximately half the students (30) require 2 units of ENL support.

Nineteen students were administered the NYSITELL in Fall 2015. Fourteen of those students scored at the Entering Level, three at the Transitioning level and two at the Expanding level. The students tested on the NYSITELL are all in the early childhood grades; K-2. The majority of these students need oral language support, whereas 27% of the students can be grouped to continue oral language support and expand academic reading and writing skills.

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

When the results of the NYSESLAT are made available to our school in the summer, the ESL teacher uses this data to guide classroom teachers in areas of strengths as well as areas of weakness. We use the data for individualized instruction for each student as it pertains to vocabulary, syntax and grammar. The patterns revealed from the NYSESLAT (ATS-RLAT) modalities will affect instructional decisions. The results help guide instruction and provide focus areas; currently, students across all levels are scoring low in reading and writing (RLAT). Curriculum planning and professional development will incorporate the use of developing reading comprehension and writing skills because of the need for support in these literacy areas.

AMAO 2 Data- The target for the 2015-16 school year for achieving proficiency on the NYSESLAT is 15.6% and for the 2016-17 school year, 16.3%. PS 124 students have exceeded the target, currently at 20% achievement. 4 students did not make progress on the NYSESLAT in the 2014-15 school year. 5 students attained proficiency on the NYSESLAT across all home languages; Arabic, Chinese, Spanish. This data will be used to calculate the minimum number of students that will ensure meeting the AMAO target for the current school year and the areas of additional support to ensure growth and achievement.

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

During the 2014-15 school year, ELLs who participated in the NYS English Language Arts Exam did not perform as well as their peers. Grade 3-5 ELLs still struggle with writing in the academic language. 77% of ELLs scored at Level 1 compared to 33 % of English Proficient Students including Students with Disabilities.

Whenever possible, the Home Language is used through grade level literature in the home language and bilingual dictionaries. In dual language classrooms, grade level literature in the target language, bilingual dictionaries and color-coded translation of classroom items, as well as teaching charts in the target language.

Our students did not participate in a native language test.

PS 124 did not administer the ELL Periodic Assessment in the 2014-15 school 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?

The data from the NYSESLAT is used to plan parental involvement session topics in order to support language learning at home. In addition, meetings three times during the school year with families of ELLs provide specific information about their student's progress towards meeting standards as ELLs and the Common Core Learning Standards in ELA.

Data from the F & P literacy assessments, as well as the NYSESLAT and NYSITELL are used to focus intervention strategies for classroom teachers, to group students who work with RtI Specialist and to provide appropriate instructional materials in classrooms. The results of the NYSITELL and NYSESLAT help to identify professional development foci to support teachers in providing strong instruction for ELLs; for example, teachers have received professional development on how to implement the Total Physical Response Approach to engage ELLs at the early stages of oral language learning and to support leaning new vocabulary.

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](#).]

Instructional decisions are based upon the assessment results of ELLs in each classroom. Teacher practices include the use of technology, differentiating instruction, grouping and scaffolding for our ELLs. This includes and isn't limited to lesson plan consideration on academic language development, content area and academic vocabulary correlation through the use of picture supports, audiotapes and books on CDs, and ensuring focus on language functions when planning for oral responses. In addition, articulation periods during inquiry work time allows the classroom teachers, Rtl Specialist and the ESL teacher to meet to discuss specific TESOL methodologies, preferential seating in the classroom and giving ELLs an allotted wait time for questions and answer retrieval. All classroom teachers are provided with a hard copy of the Rtl Guide for Teachers of ELLs.

6. How do you make sure that a student's new language development is considered in instructional decisions?
In the kindergarten dual language classroom, English-proficient students are assessed with the Estrellita Phonics Program and the Fountas and Pinnell Assessment System I in Spanish three times during the school year. Almost 14% of students in the first cohort class scored at grade appropriate literacy level in Estrellita and Fountas and Pinnell Assessment I in Spanish. The percent of English proficient students exiting the Estrellita Phonics Program as a result of phonics mastery was 16%. Our students in the dual language program are not yet eligible for the NYS Standardized Assessments.
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?

PS 124 compares its assessment results on the NYS ELA to the expectations of AYP and determines the number of students that need to achieve each level of proficiency in Commanding and Expanding to set goals for the following school year. Success of the ELL program and for participating students is also evaluated by analyzing the results of the NYSESLAT, identifying students who have demonstrated progress and interim reading assessments based on the Fountas and Pinnell Assessment Levels 1 & 2 three times during the school year.

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
Parents complete the Home Language Identification Survey (HLIS) and these are reviewed by the licensed ESL teacher and Spanish bilingual Testing Coordinator, Jeannie Villavicencio. The first step to the screening is the completion of the Home Language Questionnaire. Parents are asked to complete all of the questions of the survey to determine the native language of the home. The questionnaire is reviewed and it is determined if the student's home language is English or another language other than English. The ESL teacher/Testing Coordinator, Jeannie Villavicencio who is the designated ESL certified pedagogue in the school reviews the surveys and assists parents/guardians in the completion of the surveys. An informal oral interview is then conducted in the Native Language, if Spanish, and English with the parent and the student to determine the dominant language. The student and the parent are interviewed separately by the ESL teacher. Once it is determined whether the student speaks another language other than English, the certified ESL teacher proceeds to step two of the process-Initial Assessment. During the Initial Assessment, the certified ESL teacher administers the NYSITELL, which must be administered within the first ten days of the student's enrollment. The student's score will determine whether or not the certified ESL teacher proceeds to step three which is informing the parents of the entitlement of bilingual education services. The program placement is determined on the parent's program selection and on the level scored which include entering, emerging, transitioning, expanding and commanding levels. Should the students score at a proficient level, the process is stopped and no further determination is made and a letter stating that services are not needed is sent home via backpack. Should the student score at a emerging, entering, transitioning, expanding and commanding level, they are entitled to services and the parent/guardian will be informed through an entitlement letter and a meeting will be conducted at the school to explain all of the programs and models available to their child. The school uses the results of the NYSITELL to develop instructional programs for English Language Learners (ELLs).

The New York State English as a Second Language Achievement Test (NYSESLAT) is a test developed to measure English Language Arts (ELA) proficiency levels of ELLs and is administered each spring. The New York State Department of Education defines the NYSESLAT proficiency levels as Commanding, Expanding, Transitioning, Emerging and Entering. Depending on the proficiency level the student acquires, the determination for the appropriate ratio of English to native language use in bilingual programs, as well as for ESL instruction, is made. The ESL teacher is the designated pedagogue who administers the NYSESLAT. In order to ensure all students are tested and that all modalities have been administered, the ESL teacher uses the ATS reports in conjunction with on-going teacher-made lists outlining each student with levels and scores. ATS reports used include RLAT, RMSR, RHLA, RPOB, RYOS, and REXH, which give detailed information on each student's exam history, years of service, place of birth with home language code, and detailed information on each student's level including raw score on each modality of the NYSESLAT if taken previously.

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.

After the Home Language Identification Survey is completed by the parent and SIFE status is suspected; inconsistent or interrupted formal education, two years or more behind grade level peers in reading, writing and mathematics assessments, and scoring at Entering or Emerging level of performance on the NYSITELL; an Oral Interview Questionnaire and LENS are administered within 30 days of enrollment. Analysis of the results of both, in addition to the HLIS, NYSITELL and Oral Interview Questionnaire will determine status. If SIFE status is determined, then it is entered in the BNDC screen.

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).

The Language Proficiency Team include the parent of the student, the principal, the ESL teacher and the SETTS provider. After parent has completed a HLIS, student and parent are interviewed and a home language determination is made. The student’s IEP is reviewed by the LPT to determine language of service and PLOP. The LPT determines whether the students should take the NYSITELL and completes the required documentation; NYSITELL Determination Form. The principal may or may not agree with the determination of the team. The parent may appeal the decision to the district superintendent in writing within twenty days. Placement and service of ELLs with IEPs occur within the thirty days of school enrollment.

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).

Parents who attend the orientation meeting complete the program survey and selection forms in their preferred language and return them to the ESL teacher, who then reviews them. Program selection forms are sent home to parents unable to attend the parent orientation session via backpack. The ESL teacher maintains an ATS report/list/spreadsheet of the students and follows up on missing forms via the classroom teacher and phone calls. Forms are distributed via the backpack or in person and the ESL teacher follows up daily. After forms are collected and reviewed, they are stored securely in a locked filing cabinet in the main office designated for all matters pertaining to LAP, Title I and Title III. Parents who select programs not currently available at the school are informed that the program is currently not available, but will be contacted should the program become available via phone calls with the support of Translation and Interpretation Services from the DoE and via backpacked letter in the parent’s preferred language.

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.

Parents who receive Entitlement Letters after initial assessment and within 5 days after assessment will have the option to appeal within 45 days after identification and this will be indicated on the Entitlement Letter, including information for the contact person and contact phone number via backpacked letter in the preferred language.

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).

Entitlement letters are distributed to all students who are entitled to bilingual/ESL services and the notice is sent to parents with the date and time of the parent informational session held at PS 124. The information session is conducted at the school and facilitated by the ESL teacher. Handouts are provided in parents’ native languages describing program options. A Parent Orientation Video available in 13 languages is used to reinforce the description of the different program models available.

The parent orientation session focuses on parent options for English Language Learners (ELLs) and is conducted within 10 days of admittance by the ESL teacher. Parents receive Entitlement Letters in their native language informing them of their child’s performance on the NYSITELL, view a video that explains the options for English Language Learners and receive a brochure in their native language with additional information on program options. Parents are informed of the current program availability at PS 124; ESL pull-out and push-in model and dual language instruction in grades Kindergarten and First Grade. If parents select a program not available at PS 124, they are informed that once requests warrant the program selection (15 students with the same language in one grade or two consecutive grades), the program will be created and they will be contacted to inform them of its availability. They are informed that they may request a transfer to another school that has the program they would like and that the Department of English Language Learners and Student Support Services in coordination with the Office of Enrollment facilitates the transfer. Families who do not return a parent survey are identified as bilingual program placement.

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

Parents who attend the orientation meeting complete the program survey and selection forms in their preferred language and return them to the ESL teacher, who then reviews them. Program selection forms in the preferred language are sent home to parents unable to attend the parent orientation session via backpack. The ESL teacher maintains an ATS report/list/spreadsheet of the students and

follows up on missing forms via the classroom teacher and phone calls through the support of Translation and Interpretation Unit of the DoE.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.
Forms in the preferred language are distributed via the backpack or in person and the ESL teacher follows up daily. After forms are collected and reviewed, they are stored securely in a locked filing cabinet in the main office designated for all matters pertaining to LAP, Title I and Title III. Parents who select programs not currently available at the school are informed that the program is currently not available, but will be contacted should the program become available via backpacked letters in the preferred language.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. Placement Notification Letters in the preferred language are distributed during one to one family meetings and whole group sessions. Parents who do not participate in either of these options receive a phone call from the ENL teacher and if necessary, DoE interpretation services are used. The ENL teacher maintains a record of all placement and parent notification letters that have been distributed on a log that lists students' names by grade level and identifies information sent to parents with distribution and return dates. In addition, ATS reports are generated periodically to monitor compliance.
9. Describe how your school ensures that placement parent notification letters are distributed. A copy of the student's HLIS is maintained in a file cabinet. Original HLIS goes into the student's cumulative folder. All other letters are maintained in a file cabinet designated for the retention of ELL documents. The NL teacher and principal have access to the file. Classroom teachers have access to all ENL documents placed in a student's cumulative record folder. The ENL teacher is responsible for maintaining all records related to ENL identification, assessments and notifications.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). The ESL teacher, Jeannie Villavicencio, prints an ATS (RELC) report that indicates all of the students eligible for testing in the NYSESLAT during the current school year. A spreadsheet/table is created to identify all eligible students by grade. The different components of the NYSESLAT are also identified on the spreadsheet/table and checked off by the ESL teacher when a student has completed that assessment portion. The spreadsheet/list is reviewed daily during the testing window for accuracy by the ESL teacher.
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.
Every student who is entitled to continued services in ENL based on the results of the NYSESLAT receive an Entitlement Letter in the preferred language of the parent in September. Students who have tested as Commanding on the NYSESLAT and students who fall in the 2 Year category of continued support services, receive an Entitlement Letter in September. The ENL teacher maintains a log of all letters sent and eligibility for continued services.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. After reviewing the Parent Surveys and Program Selection Forms from the past few years, the trend in program choices has been the ESL Program. Data shows that more than 70% of ELL parents/guardians choose the ESL Program and this is the program that has been continually offered. The program model is consistently aligned with parent/guardian request.
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).
Students in the Freestanding ENL program are grouped according to proficiency level and grade band on the NYSESLAT and NYSITELL. Students travel to the ENL room where they receive literacy and content instruction from the ENL Teacher. The ENL teacher works with classroom teachers to support ENL students in English language arts through integrated teaching in the regular classroom. Students receive small group support after large group instruction, in addition to vocabulary support during the lesson. Integrated ENL instruction is provided in ELA. The ENL teacher travels to the classroom. Groups are heterogeneously grouped in the grade.

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.
Paste response to questions here:
 - b. TBE program. *If applicable.*
Students in dual language kindergarten and first grade are taught by licensed Bilingual Teachers. Students schedule are designed in 'A' Week and 'B' Week. A weeks are Spanish mornings and English afternoons. B weeks are English mornings and Spanish afternoons. All students are taught literacy and mathematics in both languages. Science is taught in English and social studies is taught in Spanish.
 - c. DL program. *If applicable.*
In the Free Standing ENL Program, the ENL teacher plans instruction and consults with teachers of ELLs to ensure that lessons incorporate the expectations for the unit of study and the standards for the grade. Instruction in a HL other than Spanish is not provided. Translation and the teaching of cognates to native Spanish speakers is used to support comprehension.
In the free-standing ENL program, students at the Entering level of proficiency receive 180 minutes of ENL services and 180 minutes of intergrated ENL/ELA services. Students at the Emerging level of proficiency receive 180 minutes of ENL services and 180 minutes of integrated ENL/ELA services. Students at the Transistioning level of proficiency receive 180 minutes of integrated ENL/ELA. Students at the Expanding level of proficiency receive 180 minutes of intergrated ENL/ELA. Students at the Commanding level of proficiency receive 90 minutes of intergrated ENL/ELA for up to two years after achieving this designation on the NYSESLAT.
In the dual language program grades K and 1, students receive 50% of their instruction in the target language and 50% of instruction in English bi-weekly. Science is taught in English and social studies is taught in Spanish. Each content area is taught for 150 minutes a week. Mathematics is taught in both English and Spanish for 250 minutes a week; A week or B week. ENL is taught daily through small group instruction.
Programming of ELLs' required minutes of instruction in ESL is ensured through STARS.
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)?
Dual language classrooms teach science in English and social studies in Spanish. Teachers use the preview/review model prior to commencing instruction in the target language. Students are given a short preview of the lesson in the dominant language and then the teacher proceeds with instruction in the target language for content area instruction.
In the free standing ENL model, the ENL teacher uses Total Physical Response techniques, pre-review for students who are native Spanish speakers, front-loading of key vocabulary and phrases, and visuals for content area instruction The ESL teacher provides content area support through the use of visuals and realia.
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.
Spanish speakers are assessed using the Fountas and Pinnell Assessment System 1 three times during the school year at the same time that all other students are assessed for literacy and in preparation for Parent-Teacher Conferences. All other languages other than English are not assessed due to human capacity.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
ELLs are assessed in reading comprehension through the Fountas and Pinnell Assessment System three times during the school year.; September, January, March). ELLs are assessed in listening and speaking through the use of rubrics and checklist that are created by the ENL teacher and in connection with units of study thre times during the school year. Students take part in the general ELA curriculum which requires that the reading and writing common core learning standards are addressed. This includes engaging in the writing process and producing writing pieces; informative, narrative and expository. All are assessed with a standards aligned rubric.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Students with interrupted formal education receive 360 minutes of ESL instruction from a certified ENL teacher, participate in all school enrichment programs in the arts, participate in small group intervention twice a week with a focus on letter identification, oral language developmentand basic interpersonal communication skills and are assigend a buddy who speaks the native language for translations, social interactions during non-instructional times; recess and lunch, acclimating to the new school environment. Pedagogues are assigned to work with the targeted SIFE students during small group intervention and are selected in a manner where the dominant language of the SIFE student corresponds to the Second or Native language of the pedagogue. Testing accommodations include time and a half on all standardized assessments and questions read twice where allowed according to the

guidelines in the Administrator's Manual.

For newcomers, we provide an environment that encourages oral development and social interaction. The use of their native language is encouraged to further support their language development and to express understanding or to ask question for clarification. For early childhood students this can include neighborhood trips to build vocabulary and to expand on their experiences. Newcomers who have completed 1 to 3 years in an English language school and ELLs receiving services 4 to 6 years who are in the upper grades/testing grades are eligible for ELA testing. All ELLs eligible for testing are provided support through Saturday Academy and ESL after school program. Testing accommodations for ELLs include time and a half on standardized assessments and questions read twice where allowed according to the guidelines in the Administrator's Manual.

For 4-6 year ELLs, the instructional plan includes the after-school program. Literacy intervention for these students is focused on Cognitive Academic Language Proficiency skills and writing proficiency skills, primarily content area writing. The students focus on improving their proficiency skills in writing and literacy through content area reading and writing in Mathematics, Science and Social Studies. Testing accommodations include time and a half on all standardized assessments and questions read twice where allowed and according to the guidelines in the Administrator's Manual.

The plan for long term ELLs includes various intensive and small group programs. Small group intervention taking place twice a week focuses on literacy skills and strategies while the after school program focuses on math skills and strategies. Small class sizes in all grades ensure that long term ELLs receive the support they need. Programs include focused guided reading during small group intervention. Testing accommodations include time and a half on all standardized assessments and questions read twice where allowed and according to the guidelines in the Administrator's Manual.

The plan for ELLs who have achieved the status of commanding on the NYSESLAT is integrated ENL/ELA support in the classroom for up to two years and to continue to provide testing accommodations; time and a half on all standardized assessments and questions read twice where allowed and according to the guidelines in the Administrator's Manual.

6. How do you differentiate instruction for each of the following ELL subgroups?
- SIFE
 - Newcomer
 - Developing
 - Long Term
 - Former ELLs up to two years after exiting ELL status

The ENL teacher is responsible for initial identification of ELL status upon registration. After receiving a request from the parent or legal guardian (APPEAL), the re-identification process begins. A review of student work in English and the home language will be conducted by the principal. The NYSITELL is administered if it was not upon initial identification and if the written request deems it necessary. A determination is made by the principal and sent to the parent or legal guardian in the preferred language. The parent or legal guardian will acknowledge the decision in writing. This portion of the process will be completed within 10 school days. The principal's determination and the parent's or legal guardian's acknowledgment is sent to the superintendent or his/her designee for a final decision. In cases where the request is made for a student with an IEP, CSE will be consulted. The parent or legal guardian will be notified of the superintendent's recommendation in the preferred language. The parent or legal guardian will acknowledge receipt of the recommendation. All documentation will be maintained in the student's cumulative folder.

In order to ensure that decisions by the LPT on ELL status has not compromised a student's education, the school report card, student work and assessment results will be reviewed at the same time that all other students are assessed and in preparation for Parent-Teacher Conferences, which falls within a three-month window or less when requests are made during the school year. For requests made after the final PTC in the Spring, a review of student work in preparation for promotion decisions in May and June will be conducted and the process will continue as stated above.

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.

Flexibility during curricular, instructional and scheduling aspects help to meet the diverse needs of our ELL-SWDs. Curriculum maps are used in conjunction with the classroom teacher and ENL teacher to create curriculum consistency within both learning environments. The ENL teacher attends grade meetings to keep abreast of the classroom content to help plan accordingly. An articulation period is set aside for teacher to address concerns of ELL-SWDs and create instructional plans. Instructional flexibility occurs with the use of manipulatives and realia to aid in the understanding of content. Differentiated instruction creates an environment where all students are participating in the content and are producing products that reflect their diverse learning styles and abilities. Students are grouped according to English language proficiency level but can change groups throughout the year according to their academic progress. In this way scheduling flexibility helps each student learn within the

least restrictive environment. Teachers use the Language Experience Approach and Shared Writing in the early childhood grades. Teachers develop and use leveled libraries and content libraries for differentiation of interest and reading ability across all grade levels. Teachers and students use rubrics and checklists in mathematics and ELA to accelerate learning and for developing self-monitoring.

To ensure that ELLs who have IEPs receive the mandated services on their IEPs, program cards are reviewed and attendance for each session recorded. English language learners are assigned to licensed staff on STARS to ensure compliance. All other providers enter information into SESIS. To ensure that ELLs with IEPs receive the correct program placement, ATS reports are reviewed and class assignments coordinated to match the requirements. To ensure that ELLs with IEPs requiring a bilingual program are placed appropriately, the ATS report RELC is reviewed.

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?

Planning across all grades includes differentiated process and products for ELLs and SWDs in line with their IEP goals. Rubrics and checklists are a part of this process as well as instructional materials that best support student learning. Some SWDs are mainstreamed into the general education classroom in the subjects where they demonstrate the greatest strength and in consultation with the classroom teachers. Flexible programming for students who are partially mainstreamed is recorded in SESIS.

The use of native language to support English acquisition is done through access to books in the native language, the translation of key terms in mathematics on classroom word walls, purposeful partnering of students during small group instruction to support translation of content and,

The process to place ELLs with disabilities in ICT classes is determined by the placement recommendation on the student's IEP.

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?

Targeted intervention for ELLs in grades 3-5 include science intervention (1x a week) in English, reading and mathematics intervention (3x a week) in English. Grade 4 ELLs across all levels of English acquisition receive intervention support in science by a licensed science teacher. Grade 3 and 5 ELLs receive intervention support in ELA and math by a RtI specialist who targets students in the lower levels of English acquisition. There are no additional intervention supports for ELLs in social studies. Small group and differentiated instruction in social studies and all content area is provided by the classroom teacher. Use of the native language through translated key words in mathematics is used where students are literate in their native language. The translated words are posted on the math word wall next to the English word. All supports are provided during the school day in English by a licensed 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	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

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



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

Chart

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

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

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

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

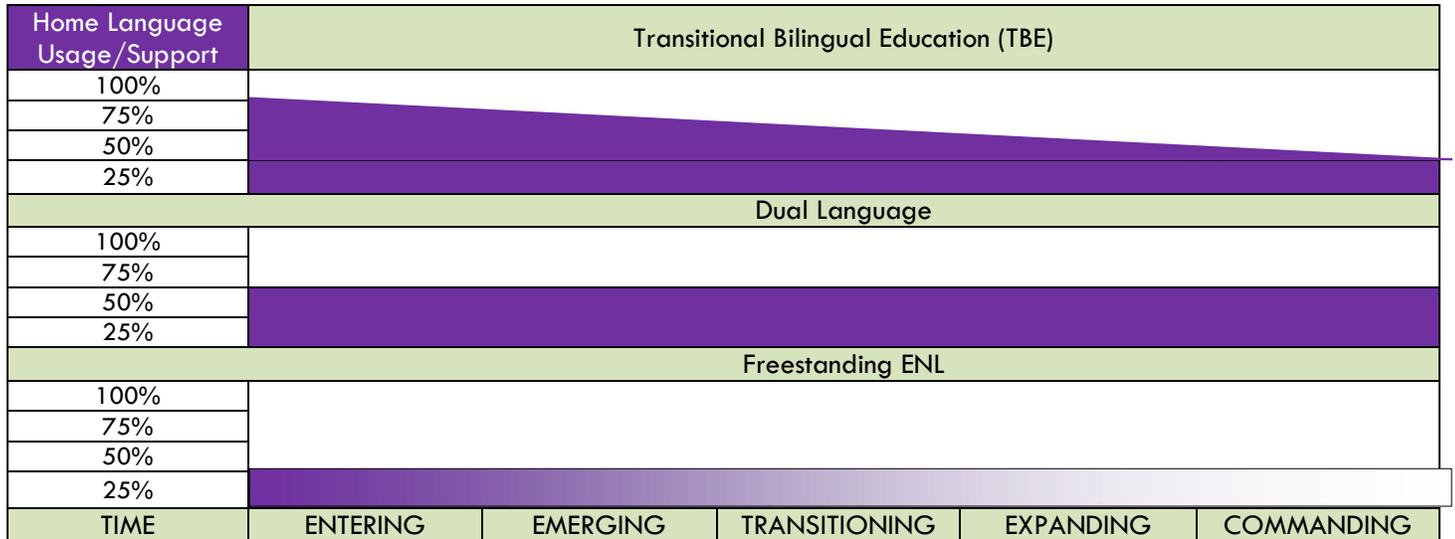


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. The success of the ENL program is measured by the results of the NYSESLAT in the 2014-15 school year and the percentage of achievement that aligns with the AMAO for the 2014-15 school year targets. In the 2013-14 school year, 61.22% of ELLs demonstrated progress and 14.29% demonstrated proficiency on the NYSESLAT. In the 2014-15 school year, 7 of 36 ELLs demonstrated significant progress on the NYSESLAT. Two students tested out at Commanding.
- All teachers are made aware of the ELLs in their classrooms through the reorganization of students during clerical days in June and through a review of the class lists in September with the ENL teacher. Data through the ATS report RELC is reviewed every time a new admit is registered into the school.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- We are considering the use of ELL Rigby reading supports for English language learners in grades 3-5.
12. What new programs or improvements will be considered for the upcoming school year?
- There are no program or service discontinuation at this time.
13. What programs/services for ELLs will be discontinued and why?
- All students participate in the various school programs through scheduling. There is no distinction between ELLs, GE and SWDs in offering programs and opportunities, including, but not limited to, the free YMCA After School Program and the guitar and visual arts enrichment programs after school hours. Students participate by attending on a regular basis. All programs take attendance daily to ensure full participation.
- The Title III ESL After School Program will be the only supplemental program available to ELLs during the 2015-16 school year. There are no other supplemental programs being offered during after school hours.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Instructional materials used for ELLs include guided reading books, wordless picture books, manipulatives in mathematics and themed picture cards in ELA, social studies and science, and Starfall on the internet for Emergent and Newcomer groups.
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.
- In the dual language program, Spanish is supported through the use of Spanish language books sent home alongside English language books in the book baggie. Families participate in Parents as Reading Partners once a month in grades Pre-K 2 and use this time to support the native language by reading to children and having children read to them. The dual language program supports home language through a leveled Spanish language library and rich literature selections that students take home to have parents read to them. The classrooms also display a Spanish language word wall that contains the words students are learning and have learned. In the ENL program, parents also participate in Parents as Reading Partners once a month. Classrooms include baskets with literature in the native language. Wherever appropriate, connections to vocabulary in the native language is displayed in the native language alongside the English word to support comprehension.
- Currently, there is no Transitional Bilingual Program.
- The ENL program supports the native language through the inclusion of native language books and through the math word wall. Notices to families go home in the preferred language and interpretation services are utilized through the NYC DoE.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
- Services to students is determined by the results of the NYSESLAT and its modality breakdown. Students are grouped according to ability in grade bands. Resources are allocated according to student need, performance on the NYSESLAT and feedback from the classroom and ENL teacher. Classroom teachers are provided with instructional resources to support literacy learning, such as themed picture supports, leveled books and themed titles to support content area learning.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
- Orientation for new families is conducted before school begins for families of students entering grades Kindergarten and Pre-K. Print material is translated and an interpreter available. This orientation is led by the principal, parent coordinator and members of the PTA. Information shared include extra-curricular activities, safety, special services for students who are ELLs or students with disabilities, contact information for key school staff, such as Speech Therapist, Guidance Counselor, School Psychologist, School Nurse, Secretary.
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).
- There are no language electives.
19. What language electives are offered to ELLs?

The Spanish Dual Language Program consists of two classes; one kindergarten and one first grade. The model is self-contained taught by a licensed Spanish bilingual teacher. The aim is to have 50% of students who are English dominant (non-ELLs) and 50% English language learners. The current configuration does not meet this goal. The kindergarten percentage of ELLs is 16%. The percentage of ELLs in first grade is 0%, all students having tested out in their kindergarten year.

Literacy and mathematics are taught both in English and Spanish. Science is taught in English and social studies is taught in Spanish. Students get some of their music instruction in Spanish, learning songs, and movement games from different Latin American countries. The languages are separated for instruction using a A and B Week model. A weeks are Spanish mornings/English afternoons and B weeks are English mornings/Spanish afternoons. In as much as possible, the program attempts to ensure that the day is 50% English and 50% Spanish. Print is color-coded in the classroom; blue or black for English and red for Spanish, and instructional materials are labeled accordingly side - by - side. A sign outside the classroom door alerts guests and staff on the language of instruction taking place.

Emergent literacy is taught to all of the students in both languages, simultaneously, and teachers use Estrellita, a Spanish phonics literacy program, for all students.

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)?

All teachers; early childhood, common branch, science specialist, visual arts and music teacher, Rtl specialist, paraprofessionals, and ENL teacher, will participate in 7.5 hours or more of ELL professional development that focuses on teaching practice and assessment. Teachers will learn about the new CR Part-154 regulations and their role in supporting ELLs. The following PD sessions have been conducted and or planned for the current school year. PD focus is subject to change.:

September 2015-New Part-154.2

October 2015-Strong Core Instruction for ELLs

November 2015-ELL Oral Language Development and Instructional Strategies

December 2015-Supporting ELL Writing

December 2015-Designing Language Objectives-Fordham University

January 2016-Math Problem-Solving Strategies for ELLs

February 2016-Co-Teaching Practices to Support ELL Achievement

March 2016-Understanding the Expectations of the NYSESLAT

April 2016-Looking at ELL Student Work-ELA

May 2016-Planning for ELL Achievement in English Language Arts /2016-17 school year

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
All teachers, including teachers who serve ELL students, will participate in 7.5 hours of ELL professional development that focus on teaching practice and assessment. Teachers of ELLs will also participate in professional development that focuses on planning instruction that uses the NYS Bilingual Common Core Initiative document and the new language arts progressions.
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?
Families of all students transitioning into middle school are offered a workshop led by LIU in May specifically designed to provide information on adolescence in middle school and the social-emotional impact of transition to middle school. This workshop is provided by a bilingual presenter and additional interpreters, if needed.
The guidance counselor is a new hire to the NYC DoE as of November 2015 and has not received professional development, as yet, on supporting ELLs as they transition. The guidance counselor will participate in PD offerings provided by the BFSC throughout the school year, conduct a parent survey to identify needs and network with other counselors in the district to plan joint activities in support of ELLs and their families.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
All teachers, including teachers who serve ELL students, will participate in ELL professional development that focuses on teaching practice and assessment. There will be 34 Monday PD Days in the current school year. 15% of that number is the equivalent of 6 sessions. Each Monday PD session is 1 hour and 20 minutes. Teachers will participate in 7 hours and 20 minutes of PD or more during the school year to meet the mandated 15% professional development time. In addition, ENL teachers will participate in off-site PD offered by the Department of English Language Learners and the Borough Field Support Center-Brooklyn North.
We ensure that we meet with the professional development requirements by maintaining a copy of attendance, agendas and handouts for every professional development session offered at the school level and a record of off-site PD of the same that teachers must submit the day after they return from off-site PD. A PD table with the record of hours met for each PD session is used to track the mandated PD hours. Attendance and Sign-In Sheets are kept on file for all school PD events.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
The school provides annual meetings with parents of ELLs on Tuesday Parent Engagement time or a preparation period that is calendered for each family and with the classroom teacher and ENL teacher. The ENL teacher will keep track of every family that has participated in the mandated annual meeting. Academic achievement is reviewed through assessment results in all academic areas and supports for continued improvement offered.
The ENL teacher, who is bilingual-Spanish, and some classroom teachers who are already bilingual-Spanish, are able to conduct the meeting for Spanish dominant families. Our school has three Arabic staff members who provide interpretation for Arabic families and Mandarin and Cantonese families are provided interpretation through the Translation and Interpretation Unit of the DoE.

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?

Meeting notes and all other documents related to annual meetings with families of ELLs are kept by the ENL teacher and hardcopies of the same by the classroom teacher in the student's cumulative folder. Outreach to parents of ELLs via phone is recorded in a log by the ENL teacher and classroom teachers separately. Copies of letters sent home via backpack or by mail are maintained by the ENL teacher as the author and the classroom teacher as the author. Documents are translated into the preferred language by qualified staff at the school level for Spanish and Arabic and by the NYC DoE Translation and Interpretation Unit for Chinese.

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

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parent involvement includes Parents as Reading and Math Partners, scheduled meetings throughout the school year during Parent Engagement Tuesdays to review student achievement and workshops to provide strategies for supporting learning at home. In addition, parents are involved in planning cultural celebrations, such as Cinco de Mayo and Chinese New Year.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? The school partners with LIU to provide family workshops that address child development and literacy development. Workshops are conducted by a bilingual presenter and supported by the parent coordinator who does outreach to families. The parent coordinator conducts outreach to different agencies and ensures bilingual presenters are available. Support from bilingual staff and interpreters from NYC DoE Translation and Interpretation Unit are utilized for sessions where a bilingual presenter is not available and to support the other languages not provided by the presenter.
5. How do you evaluate the needs of the parents?

Our school uses the results of the Learning Environment Survey and the Title I Parent Survey to make decisions about workshop sessions or other activities that are needed. In addition, the guidance counselor will conduct a needs assessment survey for families of grade 5 students to support the needs of these families as their children transition to middle school.

The parent coordinator will support the school by using the results of the Learning Environment Survey and Title I Parent Survey to plan workshops and information sessions as applicable.

Support from bilingual staff and interpreters from NYC DoE Translation and Interpretation Unit are utilized for sessions where a bilingual presenter is not available and to support the other languages not provided by the presenter.

6. How do your parental involvement activities address the needs of the parents?
Our school uses the results of the Learning Environment Survey and the Title I Parent Survey to make decisions and design workshop sessions or other activities that are of interest to families. Attendance at workshops and information sessions help the school determine if they meet the needs of the families. In addition, we will incorporate a feedback form to determine effectiveness and design future sessions.

The parent coordinator will use attendance sheets and review of feedback forms to plan for future sessions and address the need for families.

Documents/Feedback Forms will be provided in the preferred language of the participants through the support of bilingual staff and the NYC DoE Translation and Interpretation Unit.

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.

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Part VI: LAP Assurances

School Name: **Silas B. Dutcher**

School DBN: **15K124**

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)
Annabell Burrell	Principal		12/14/15
N/A	Assistant Principal		
Donna Maxil	Parent Coordinator		12/14/15
Jeannie Villavicencio	ENL/Bilingual Teacher		12/14/15
Melissa Camacho	Parent		12/14/15
Jessica Regevik/SETSS	Teacher/Subject Area		12/14/15
Karen Lane/ELA	Teacher/Subject Area		12/14/15
	Coach		1/1/01
	Coach		1/1/01
Christine Youssef	School Counselor		12/15/15
Anita Skop	Superintendent		
	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: 15K124 School Name: Silas B. Dutcher
Superintendent: Anita 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.

PS 124 uses the following to identify home language and language preference: Blue Emergency Card to identify oral and written language preference, the HLIS to determine home language, ATS reports-RPOB, RLAB, RAPL to identify home language and preferred language of communication for the primary adult in the home.

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.

Oral Language Preference:	Written Language Preference:
Spanish-105	Spanish-101
English-262	English-266
Chinese-37	Chinese-59
Mandarin-29	
Arabic-9	Arabic-9
Turkish-1	
Urdu-1	Urdu-1
Macedonian-1	

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.)

PS 124 develops the Family Handbook that is distributed at the beginning of each school year and throughout the school year as new students are admitted to the school. The monthly school calendar is translated and distributed the last day of each month for the following month's events. All letters from the school for mass distribution to families throughout the school year are translated. Trip Forms, Consent for Video and Photo forms, and notices from the PTA are translated and distributed at the beginning of the year and throughout the year as students are admitted to the school.

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.

Typical Face-To-Face meetings include, parent-teacher conferences (fall and spring), IEP meetings (throughout the year), discipline conferences (throughout the year), PTA meetings (once a month), curriculum nights (fall and spring), ENL Parent Meetings (quarterly). Informal interactions include communication via phone calls from the school nurse, guidance counselor, parent coordinator, school secretary, related service providers, teachers and principal.

Part C: Providing Language Assistance Services

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

School documents are translated by school staff and by the Translation and Interpretation Unit. The school uses the ATS report RAPL to identify the preferred language and numbers of families needing translated documents. Documents needing translation that are distributed in mass in Chinese are sent for translation to the Translation and Interpretation Unit two weeks in advance of the event. A Language Table is posted near the main office copy machine and in the copy room that identifies each class and the languages with the number of students needing documents translated into the preferred language. In addition, the parent coordinator uses this ATS report to access and share DoE information with families.

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.

To ensure translation needs are met, we use the services of the Translation and Interpretation Unit for over the phone interpretation, the services of The Big Word are used for PTC and curriculum nights for interpretation support, in addition to bilingual school staff who are Arabic and Spanish speaking. The ATS report RAPL is used to identify the percentae of families who need interpretation services in all languages. Mandarin interpretation services are contracted. Arabic and Spanish interpretation is provided by school staff.

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.)

School staff is provided with the phone number to the Translation and Interpretation Unit and this is taped to the classroom phone box for ease of accessibility. The phone number is also taped to the service phone in the main office so that all staff has access to interpretation services for any parent in any language as the main office is the next point of contact for all of our families after the security desk. The Language Palm Card was distributed to all staff at the beginning of the school year.

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

Notices for PTC indicate the availability of interpreters, the language of service and the hours of service availability. Notices for IEP meetings indicate the availability of oral interpretation, if necessary. A poster indicating the availability of language services is posted in the main hallway, in the main office and a palm card provided to school safety.

Part F: Monitoring and Quality Control

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

The school uses the results of the annual Learning Environment Survey to make adjustments to the translation and interpretation services it provides. This tool was useful in making decisions about the availability of interpretation at PTA meetings and the purchase of an interpretation device for large gatherings.