

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

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

**18K135**

**School Name:**

**P.S. 135 SHELDON A. BROOKNER**

**Principal:**

**TREVLYN MCRAE**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Sheldon A. Brookner School School Number (DBN): 18K135  
Grades Served: Pre-K-5  
School Address: 684 Linden Boulevard  
Phone Number: 718-693-4363 Fax: 718-941-0847  
School Contact Person: \_\_\_\_\_ Email Address: \_\_\_\_\_  
Principal: Mrs. Trevlyn McRae  
UFT Chapter Leader: Ms. Eileen Cohen  
Parents' Association President: Ms. Jessica DiBerardino  
SLT Chairperson: Ms. Cassandra Lewis  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Ms. Rozene Cummings  
Student Representative(s): \_\_\_\_\_  
\_\_\_\_\_

**District Information**

District: 18 Superintendent: Ms. Beverly Wilkins  
Superintendent's Office Address: 1106 East 95<sup>th</sup> Street, Brooklyn, NY 11236  
Superintendent's Email Address: bwilkin@schools.nyc.gov  
Phone Number: 718-566-6008 Fax: 718-649-7074

**Borough Field Support Center (BFSC)**

BFSC: Brooklyn South Director: Ms. Cheryl Watson-Harris  
Director's Office Address: 1106 East 95 St, Brooklyn, NY 11236  
Director's Email Address: cwatsonharris@gmail.com  
Phone Number: 718-566-6027 Fax: 718-649-7074

## 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)
Ms. Trevlyn McRae	*Principal or Designee	
Ms. Eileen Cohen	*UFT Chapter Leader or Designee	
Ms. Jessica Diberardino	*PA/PTA President or Designated Co-President	
Ms. JeanO’Dell Leon	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	
Ms. Cassandra Lewis	Member/Parent	
Ms. Marna Mackey	Member/Teacher	
Ms. Dona Grenardo Smith	Member/Teacher	
Ms. Latonya Hicks	Member/Parent	
Mr. Carmichael Aye-Kumi	Member/ Parent	
Ms. Barbara-Jean Mathis	Member/ Parent	

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature (Blue Ink)</b>
	Member/	

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

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

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

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

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

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



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

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

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

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

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

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

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

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

## The Quality Review and the Framework for Great Schools

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

### NYCDOE's Quality Review (QR)

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

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

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

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

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

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

#### Section 4: CEP Overview

Develop a narrative summary that includes:

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

The mission of our school is to guarantee that all children are given the highest quality learning experience that will allow them to reach their full potential. We will utilize research-based strategies to address the individual learning styles of all students. Through strategic collaboration and partnership with our parents and community, we will ensure that all of our children become critical thinkers and leaders of the 21<sup>st</sup> century.

P.S. 135 is a Pre-K to Grade 5 school servicing a population of approximately 680 students. The school has two sites. The main building is located at 684 Linden Blvd, Brooklyn, NY, and accommodates Pre-Kindergarten and Grades 2 through 5, including an integrated co-teaching class and self-contained classes. The Early Childhood Center is located at 5811 Ditmas Avenue, Brooklyn, NY and houses Kindergarten, Grade 1 and one self-contained class.

The population of children consists of 90% African-American, 7% Hispanic, and 1% white. There are 53.23% females and 46.17% males. Many are in need of public assistance with 82% of the students receiving free lunch, a poverty indicator. In the 2014-2015 school year, 26% of grades 3-5 students met or exceeded the New York State standards in reading and mathematics.

Through on-going collaborations and community partnerships, P.S. 135 students continue to engage in the Project Arts and Music program, and the S.T.E.M. Matters NYC program. In addition, we have the P.S. 135's Chorus and Band. Our music teacher has received the Little Kids Rock Grant which provided us with 25 guitars. A second grant, the "Music and the Brain" grant provided our early childhood grades with 18 keyboards, a curriculum and other resources. Furthermore, the dance teacher received the Arts Space Facilities Grant to enhance our dance education program. The new and improved space allows the teacher to bring increased creativity and imagination to student performances.

In 2015, a fifth grade class, P.S.135's Budding Scientists, was invited to participate in STEM Matters N.Y.C program.

Our fifth grade students attended workshops at the Intrepid Air, Space and Seas Museum and at Solar 1 where they conducted urban ecosystem experiments. They tested, among other things, the salinity of, and viability of life in the water from the Hudson and East Rivers, culminating in an observational study of "Fracking and its effects on the NYC water supply". Finally, the students attended the 2015 STEM Expo where they interacted with, and evaluated the projects of fellow Budding Scientists.

Our school has several partnership relations with outside organizations to address our student achievement and their social emotional skills.

● Many of our boys are enrolled in Boy Scouts America After-School Program housed in our school. Boys learn about accountability and responsibility to themselves, their families, and their communities.

● Our fourth and fifth graders collaborate with PENCIL organization, Price Waterhouse Coopers (PwC) where members of the Business Organization volunteer their services and teach our fourth and fifth grades financial literacy skills.

● Our school was rewarded a CASA Grant in collaboration with Society for Educational Arts (SEA) that addresses students' academic needs and provides cultural experiences for them.

## 18K135 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	668	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	81.2%	% Attendance Rate		93.9%
% Free Lunch	81.8%	% Reduced Lunch		6.2%
% Limited English Proficient	1.3%	% Students with Disabilities		10.9%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.1%	% Black or African American		91.0%
% Hispanic or Latino	6.8%	% Asian or Native Hawaiian/Pacific Islander		0.1%
% White	1.5%	% Multi-Racial		0.4%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	4.09	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	2.2%	% Teaching Out of Certification (2013-14)		4.4%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		8.02
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	25.5%	Mathematics Performance at levels 3 & 4		25.5%
Science Performance at levels 3 & 4 (4th Grade)	84.8%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	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.

**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.

**Part 3 – Action Plan**

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

**Part 4 – Budget and Resource Alignment**

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

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

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

**Part 5 – Progress Monitoring**

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

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

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

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

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

**Part 5 – Progress Monitoring**

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

**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.

r Based on the Quality Snapshot:

o The category ‘How do teachers work with each other?’ was given the rating ‘good.’

r Based on 2013-2014 School Survey:

o 97% of teachers who completed the survey indicated that they felt supported by other teachers at the school.

o 93% of our parents who completed the survey indicated that they were satisfied with the education their children received and the overall quality of their children’s teachers.

r Based on 2014 NYS Mathematics test:

o 26% of our grades 3-5 students met or exceed state standard and the average score at the school was 2.5 out of 4.5.

o There was an increase in the number of students meeting or exceeding proficiency level in mathematics on the NYS Mathematics test from 2012-2013 to 2013-2014.

r Analysis of Go-Math beginning of the year assessments to identify target areas.

r Analyze the results of the NYS Mathematics exam results.

r As a school, our strengths are collaboration and support amongst teachers; parents are satisfied with the quality of their children’s teachers; there was a slight increase in the 2014 NYS math test results.

r As a school we need to identify the gap in instruction by analyzing student work/data and plan instruction accordingly.

### Part 2 – Annual Goal

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

By June 2016, teacher teams of grades K-5 will collaboratively improve teacher practices in mathematics instruction to help students solve problems as measured by a 3% increase in student performance in critical area assessments.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>⊗ Teacher teams will meet as a grade weekly during Tuesday Grade Level Inquiry to analyze data and look at student work to identify common trends for the grade, paying particular attention to subgroups, and plan lessons to address students’ needs and targeted outcomes.</p>	<p>Teacher Teams (K-5)</p>	<p>September 2015-June 2016</p>	<p>Teachers, Administration</p>
<p>⊗ Teachers will use data obtained from Go Math assessments to differentiate instruction within the mathematics curriculum.</p> <p>⊗ Data specialist will provide disaggregated results among and across grades.</p>	<p>Grade Leaders, Teachers</p>	<p>September 2015- June 2016 (quarterly)</p>	<p>Grade Leaders, Data Specialist, Administration</p>
<p>⊗ Teachers will participate in a series of research-based professional development (PD) sessions to increase pedagogical knowledge, inclusive of technology in instruction, and other areas of need, as evidenced by teacher needs assessment surveys.</p>	<p>Teachers (K-5)</p>	<p>September 2015-June 2016</p>	<p>Teachers, Administration</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>r UFT Teacher Center Staff, AIS Support Staff</p> <p>r English as a Second Language (ESL) teacher and School Based Support Team (SBST)</p> <p>r Materials and Parents</p> <p>r Share strategies and techniques with parents – workshops, handouts, flyers</p>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
<p>X</p>	<p><b>Tax Levy</b></p>	<p>X</p>	<p><b>Title I SWP</b></p>		<p><b>Title I TA</b></p>	<p>X</p>	<p><b>Title II, Part A</b></p>		<p><b>Title III, Part A</b></p>		<p><b>Title III, Immigrant</b></p>

	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other
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**Part 5 – Progress Monitoring**

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

**Midpoint Benchmarks: BOY, MOY, EOY**

Unit Assessments - a 15% increase in the number of students meeting or exceeding the benchmark for each unit test from the beginning of the unit to the completion of the unit

**Instrument of Measure:** Go Math! Unit Assessments & Critical Areas Assessments, New York State Math Test, teacher observations, explorations, projects, portfolios, and teacher-created tests. Performance tasks, portfolios, teacher observations

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

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

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

### **Part 1 – Needs Assessment**

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

r Based on the Quality Snapshot:

o The category ‘How clearly are high expectations communicated to students and staff?’ was given the rating ‘good.’

r Based on 2013-2014 School Survey:

o 91% of teachers who completed the survey indicated that the leaders of the school place a high priority on the quality of teaching.

o 83% of the staff who completed the survey indicated that the principal encourages open communication on important school issues.

o 89% of the staff who completed the survey indicated that they feel supported by the principal.

r As a school, school leaders encourage open communication with P.S. 135 school community; however, the goal is for school leaders to articulate the school’s vision that will be uniform and consistent between the two buildings, main Building and Early Childhood Center (ECC).

### **Part 2 – Annual Goal**

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

By June 2016, and on a quarterly basis four times during the school year, administrators will participate in the global instructional planning for ELA and mathematics with each grade. They will communicate the school’s vision within the Framework for Great Schools, Danielson’s Framework and related Common Core Learning Standards (CCLS). A 15% increase in ELA, from the beginning to the end of the year in the number of students meeting or exceeding expectations on the MOY and EOY assessments will illustrate the benefits of this goal.

### **Part 3 – Action Plan**

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
⊗ During the 2015-2016 school year, at minimum 4 planning sessions, administrators will meet with each grade during their planning session. The overarching goal of the planning sessions is to increase teachers' pedagogical knowledge around the instructional shifts reflective of the Common Core Learning Standards, their implications for instruction and student achievement.	Administrators, Teachers	September 2015 – April 2016	Administrators, Teachers
⊗ In September/October 2015 administrators will conduct professional development and parent workshops on The Six Elements of a Great School to align the elements to support school-wide improvement.	Teachers, Parents	September 2015 - October 2016	Administrators
⊗ Administrators and teachers will work collaboratively to craft strategies to address the needs of ELL and Student with Disabilities.	ELLs, Students with Disabilities	September 2015 - October 2016	Administrators, Teachers
⊗ Administrators and teachers will work collaboratively to organize students in a heterogeneous mix.  ⊗ In conjunction with the PTA, administrators and teachers will plan parent workshops	All Students, Parents	September 2015 - October 2016	Administrators, Teachers, Parents

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
r Administrators  r UFT Teacher Center Staff  r ESL Teacher & SBST Team  r AIS Support Staff  r Materials

<b>Part 4b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p><b>Mid-point Benchmarks:</b>  10% increase in the number of students meeting or exceeding the Middle of the Year benchmark.</p> <p>o <b>Instrument of Measure</b> : Teacher observations, evaluation feedback forms, walk-throughs, classroom environment (charts, libraries), student engagement, small group instruction, differentiation of instruction, strategies instruction and accountable talk, grade level beginning and end of year assessments; develop and monitor and evaluate short and long term goals.</p>
<p><b>Part 5b.</b> In <b>February 2016</b>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

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

### Part 1 – Needs Assessment

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

r Based on 2013-2014 School Survey:

o 93% of our parents who completed the survey indicated that they were satisfied with the education their children received and the overall quality of their children’s teachers.

o 88% of parents who completed the survey indicated that the school keeps them informed about services for them or their children, such as tutoring, after-school programs, or workshops at school.

o 71% of our parents who completed the survey indicated that they were invited to an event at their children’s school 9workshop, program, performance, etc.

r Based on 2014 NYS Mathematics and English Language Arts 9ELA) tests:

o 26% of our grades 3-5 students met or exceed Mathematics state standards and the average score at the school was 2.5 out of 4.5.

o There was an increase in the number of students meeting or exceeding proficiency level in mathematics on the NYS Mathematics test from 2012-2013 to 2013-2014.

o 26% of our grades 3-5 students met or exceed ELA state standard and the average score at the school was 2.5 out of 4.5.

o There was a decrease in the number of students meeting or exceeding proficiency level in mathematics on the NYS Mathematics test from 2012-2013 to 2013-2014.

r Analysis of students’ classwork and homework.

r Analysis of the number of signed notices return by students.

r As a school, our strengths are: instruction is provided by certified and effective teachers; the school has effectively communicated expectations to parents; parents are provided with relevant and timely feedback on student academic performance.

### Part 2 – Annual Goal

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

By June 2016, parents and students in Pre-K-5 will increase their participation in workshops, activities and training by 25% to develop and enhance student learning beyond school, and build partnerships between the home and the school.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>⊗ Encourage parents to complete in-house surveys in order to assess and address their needs. Based on the results of the survey, invite community and business leaders to address the needs of the school community and take necessary action.</p> <p>⊗ Community Outreach: Invite community and business leaders/volunteers to come together to determine the needs of the school community, establish a plan of action, and put the plan of action to work. For example, Career Day: participate and educate students on various careers and skills.</p> <p>⊗ Contract: Uphold Title I parent compact and parent involvement policy that is reviewed annually, and outlines how parents and school personnel will be responsible for supporting student achievement.</p>	<p>Parents</p>	<p>October 2015 - May 2016</p> <p>On-going</p>	<p>School Staff</p>
<p>⊗ Conduct Literacy and Math workshops where parents are provided with materials and training to help parents work with their children to increase their achievement levels (including City and State standards).</p>	<p>Parents</p>	<p>October 2015 - May 2016</p> <p>On-going</p>	<p>School Staff</p>
<p>⊗ Volunteers: Parents will be invited and encouraged to volunteer their time and services. (For example: Secret Reader, Dance Festival (Pre-K and Grade 1), Multicultural Day (Grades 2-5), Talent Show, Pajama Read Aloud, Movie Night, Class/School Performances, Sports Day, Lunchroom Assistance.</p> <p>⊗ Invite and encourage parents to come in and share their knowledge about college, careers and culture.</p>	<p>Parents</p>	<p>October 2015 -May 2016</p> <p>On-going</p>	<p>School Staff</p>

<p>⊗ Decision Making: Parents will make important decisions about our school by participating in PTA, school-wide committee meetings, providing feedback/ suggestions/comments during parent activities and/or in a suggestion box located at the school.</p>	Parents	October 2015 to May 2016  On-going	School Staff, SLT, PTA
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**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>r Administrators</p> <p>r UFT Teacher Center Staff</p> <p>r ESL Teacher &amp; SBST Team</p> <p>r AIS Support Staff</p> <p>r Materials</p>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p><b>Midpoint Benchmarks: November, December, March, May</b></p> <p>r Mid-year check on number of parents attending PTA meetings, and school-wide workshops and meetings.</p> <p><b>Instrument of Measure :</b> attendance sheet, parent volunteering.</p>
<p><b>Part 5b.</b> In <b>February 2016</b>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

**Section 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.)
<b>English Language Arts (ELA)</b>	Students who were heldover, students who are 6 or more months below grade level	Foundations-Phonemic Awareness Skills - Kindergarten-Grade 2  Read 180 – Grades 3-5  RIGBY – Special Education Teacher Support Services students - Grades 2 - 5  Reading for Comprehension Readiness – Kindergarten and Grade 1	Small Group-pull out/push in	During the school day  AIS pull-out support in Grades K-2  Grades 3-5 small group after-school ELA Instruction
<b>Mathematics</b>	Students in Grades K-5 who are not meeting the benchmarks  Grade 3-5 students who scored Levels 1 & 2 on the NYS tests	Mathematic Skills, Concepts and Problem Solving – Kindergarten - Grade5  Targeted Mathematics Intervention – Grades 2-5	Small Group-pull out/push in	During the school day  AIS pull-out support in Grades K-2  Grades 3-5 small group after-school Math Instruction
<b>Science</b>	Classroom observations  Classwork	Science, Harcourt Science – Kindergarten – Grade 5	Small Group – flexible grouping – K-5	During the school day
<b>Social Studies</b>	Classroom observations  Classwork	Social Studies instruction	Small Group – flexible grouping – K-5	During the school day

<p><b>At-risk services</b> (e.g. <i>provided by the Guidance Counselor, School Psychologist, Social Worker, etc.</i>)</p>	<p>Interactions with staff members and students</p>	<p>Functional Behavioral Assessments and Behavior Intervention Plans are developed as needed – Provided by the Social Worker, Speech Teacher and Guidance Counselor</p> <p>During school day – small group and 1:1 sessions Asthma Class provided by the nurse</p>	<p>Small Group and 1:1 sessions</p>	<p>During the school day</p>
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## Section 7: Title I Program Information

### Directions:

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

### Part 1: Title I Status

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

### Part 2: All Title I Schools

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

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>1 The payroll secretary will work closely with the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines; New teacher orientation with administration</p> <p>2 Administrative staff attends hiring fairs to identify and recruit highly-qualified teachers</p> <p>3 Communicate clear and precise school goals and expectations</p> <p>4 Present a school climate that is inviting; open-door policy with supervisors</p> <p>5 Provide in-house opportunity for promotions so as to motivate teachers to become qualified</p> <p>6 Provide support for teachers through mentoring system, buddy teachers, PD, and intra-visitation</p> <p>7 Listen willingly to ideas and suggestions that would enhance students' performance</p> <p>8 Assign mentors to support struggling and un-qualified teachers</p> <p>9 Assign mentors to support new teachers; Buddy Teachers, Grade Level Meetings, Staff will be supported by internal and external coaches (math and literacy coach, data specialist and literacy consultant)</p> <p>10 Ensure recruited teachers are appropriately certified and highly qualified teachers, with some limited flexibility, consistent with State regulations.</p> <p>11 Principal will work closely with the Network Director of Human Resources and follow the policies set forth by the DOE to ensure that the selection of highly qualified teachers follows the guidelines set by the NYS Education Department.</p> <p>12 The Principal, in collaboration with Human Resources, will work to identify qualified teachers through major recruitment campaigns, hiring halls and through relationships with Colleges and Universities .</p>

#### 2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

1. Training and Professional Development for staff- At P.S. 135 the school provides professional development in the areas indicated by the needs assessment of the staff and students.
2. Professional development will take place on days as prescribed by the DOE guidelines and the Chancellor's designated Conference Days
3. Professional Development will be conducted in-house once a week, district-wide to support teachers and empower them to employ best teaching practices to enable all children to meet the Common Core Learning Standards
4. Empower teachers by encouraging them to conduct workshops
5. Conduct needs assessment survey and provide PD for teachers
6. Provide professional development in the areas indicated by the academic needs of the students

### **Part 3: TA Schools Only**

#### **3a. Use of Program Resources**

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

#### **3b. TA Coordination with the Regular Program**

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

### **Part 4: SWP Schools Only**

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

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

- 1 The Parent Coordinator in collaboration with classroom teachers and social workers, plans a series of workshops to enlighten parents of the expectations of kindergarten students.
- 2 School ensures students begin their academic career with a strong start and emphasizes the importance of early childhood education.
- 3 School provides an aligned curriculum to early childhood programs to provide a coherent and seamless instructional transition to elementary school-wide programs.

4 School implements a coherent and seamless education program for at-risk students by ensuring the successful transition from early childhood programs to elementary school-wide programs.

5 School provides joint PD and parent involvement activities to families in the transition from early childhood programs to the elementary school program.

6 School shares records and information from early childhood programs to ensure seamless transition to elementary school programs.

**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.

1 School provides ongoing professional development to all teachers in analyzing assessment data to increase teachers’ understanding of student performance and strengthen teachers’ practices.

2 School provides ongoing differentiated professional development regarding the use of assessment results to improve instruction.

3 School community agreed upon and selected the appropriate multiple assessment measures to be implemented.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	518,971.00	X	CEP Overview, Sections 5C, 5D, & 5E, Section 6, Section 7
Title II, Part A	Federal	162,140.00	X	CEP Overview, Sections 5C, 5D, & 5E, Section 6, Section 7
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		

Tax Levy (FSF)	Local	3,038,493.00	X	CEP Overview, Sections 5C, 5D, & 5E, Section 6, Section 7
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**<sup>1</sup>Explanation/Background:**

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

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

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

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

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

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

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

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

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

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

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

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

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**Parent Involvement Policy (PIP)**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[P.S. 135]**, 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. **[P.S. 135]** will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;

- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

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

**[P.S. 135]** , in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

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

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

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

- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

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

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

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

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

## Part I: School ELL Profile

### A. School Information

District <b>18</b>	Borough <b>Brooklyn</b>	School Number <b>135</b>
School Name <b>Sheldon A. Brookner</b>		

### B. Language Allocation Policy Team Composition

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

Principal <b>Trevlyn McRae</b>	Assistant Principal <b>Phuong Huynh</b>
Coach <b>Jacqueline Sylvan, Literacy</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>Magdalena Gilaard</b>	School Counselor <b>Lisa Sher</b>
Teacher/Subject Area <b>Peter Forgenie, Assessment</b>	Parent <b>Judine Valery</b>
Teacher/Subject Area	Parent Coordinator <b>Pamela Wilson (LAC)</b>
Related-Service Provider <b>Carlene Hewitt</b>	Borough Field Support Center Staff Member <b>JoAnn Benoit</b>
Superintendent <b>Beverly Wilkins</b>	Other (Name and Title) <b>type here</b>

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>645</b>	Total number of ELLs	<b>27</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

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

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

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

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	27	<b>Newcomers</b> (ELLs receiving service 0-3 years)	26	<b>ELL Students with Disabilities</b>	3
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	1	<b>Long-Term</b> (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>	0	0	0	0	0	0	0	0	0	0
<b>DL</b>	0	0	0	0	0	0	0	0	0	0
<b>ENL</b>	26	0	2	1	0	1	0	0	0	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

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

**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																			
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>																				

\* 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								
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>									

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

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	1				1								0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	3	3	1			3								0
Haitian	4	3		1	1	2								0
French			1		1									0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

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

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

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

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

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
 We use Fountas and Pinnell to monitor the progress of the ELLs in reading and comprehension. From the assessment and date this helps with instructional planning. The ELLs are also given the opportunity to confer with their teachers. The data indicates that most of the kindergartens on independent reading levels are above level.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 Data patterns indicate the NYSESLAT scores show six students on the emerging level, four Grade 2 and two Grade 5. Four students who are on the expanding level, two 1 Grade students 2 Grade 5 students. Two students on the commanding level, one Grade 1 and one Grade 5 student. The data revealed that out of the 17 students tested, only two students are on the commanding level.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
 After reviewing the NYSESLAT data regarding the student's results in the four modalities (listening, speaking, reading, and writing) indicates the majority of students scored at the intermediate level while 2 scored the beginning level and 1 student scored at the advanced level. Test results show that students are developing listing and speaking skills faster than their reading and writing skills. The ELLs scored high in listening/ speaking modalities. It shows they have higher gains in listening and speaking modalities, but did not make significant gains in reading and writing.
- 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 patterns across proficiencies and grades indicate that students in grades 3, 4, 5 on the beginning, intermediate and advanced levels scored level 1.

- a. Two advanced ELLs scored level 2. One intermediate ELL scored level 2. On the NYS math test beginning, intermediate, and advanced ELLs, scored level 1. Only intermediate and 1 advanced scored level 2. On the 4th grade science test 2 beginning ELLs scored level 1 2 advanced ELLs scored level 3.
- b) ELL Periodic Assessments are used at P.S. 135. The Periodic Assessments are used to help the ELLs become proficient in English and as a practice test prep for the NYSESLAT.
- c) The school realize that ELLs were becoming proficient in the English language. Native language is not used on this test. Using the students' results when available from the ELL periodic assessments the school leadership and teachers will create spreadsheets to analyze student's results from beginning, intermediate and advance levels.

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](#).]

At P.S 135 the ELLs demonstrate learning through technical/digital proficiency, in areas including but not limited to maintenance of an electronic portfolio, or learning log, research on the internet and the use of computers. With the use of RTI model P.S. 135's goal is to build on more effective individualized instructional programs. Beyond screening and identification for ENL services to support language development, the ELL student takes part in the RTI screening to assess whether his/her literacy skills and competencies are meeting grade level benchmarks. If the student is flagged as at-risk or below the grade level benchmark, the student will receive target instructional support to develop in the specific content area. P.S. 135 use Fountas & Pinnell and ReadyGen Assessments as the baseline ELA assessment tool for all grades. Besides an informal interview, NYSITELL is used solely for non-English speakers. Periodic assessments are used throughout the year to enable us to determine the strengths and weaknesses of each student.

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

In order to make sure that a child's second language development is considered instructional decisions the teacher needs to have the assessment data from the NYSITELL or NYSESLAT results. For instructional programs teachers need to be aware that some subjects are benefical when ELLs take them with their peers and English speaking role models. ELLs benefit in regular classrooms with math, science, art, P.E. and music subjects. These strategies increase comprehension, learning and interaction through modeling, acting out, gesturing, showing diagrams and doing hands on activites and experiments. Subjects that depend mostly on language like reading, writing, and social studies need the support of a bilingual aid, ESL teacher, a resource teacher. The data from the Fountas and Pinnell report is also used to see if the ELLs are meeting or exceeding their Benchmark in reading. Lessons are designed to meet standards while there is differentiated instruction to meet the ELLs needs.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the target language?
- b. What is the level of language proficiency in the target language for EPs?
- c. How are EPs performing on State and other assessments?

N/A

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

Periodic assessments enable us to determine the strengths and weaknesses of each student. They allow teachers to identify visual and auditory learners. With this knowledge, teachers create differentiated lessons that address the needs of each student. We also use Curriculum Maps which are incorporated in our new ELA program (Ready Gen) and our new Mathematics program (Go Math). ELL's progress in Listening, Speaking, Reading and Writing is measured. In addition, teachers of ELLs meet regularly to address the needs of each individual student. The success of our programs is evaluated through an examination of the NYSESLAT and NYS ELA assessments.

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.

At P.S 135 possible ELLs are identified by administering the home language identification survey (HLIS) to determine the student's home language. Student and parents will be interviewed in both English and in their native language. The certified ESL teacher will conduct this and will have the student read a story as well as solving sample math facts on the new admits grade level. The HLIS form is given in the language of the parent. The students are tested with the revised NYSITELL within 10 days of entry to P.S.135. The ESL teacher scores the test and the results will determine if the student proficiency level in English or a score at the commanding level will attend the free standing pull out English as a New Language (ENL) Program at P.S 135 with the ESL teacher. If the test indicates that the student is an ELL, the parents are invited for an Orientation. To evaluate the ELLs annually, the New York State English as a Second Language Achievement is given in the Spring every year to determine whether or not the ELL continues to be eligible for ELL services. The administration of the Spanish LAB is administrated to Spanish speaking ELLs after they have taken and scored low on the NYSITELL test. The Spanish LAB is given by the pedagogues’ Marla Nissombaum the music teacher who speaks Spanish.

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).

Administer the oral interview questionnaire. If the home language is other than English we will administer the Literacy Evaluation for Newcomers SIFE (LENS). The ESL teacher will review the questionnaire and analyze the student work. Based on the responses of the SIFE questionnaire and student work, students are identified. However, an initial determination will be made within 30 days of enrollment, which can be modified up to 12 months of initial 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).

The Language Proficiency Team will determine if the students has to take the NYSITELL. The parent will sit on the team when the decision id being discussed. The Language proficiency Team consists:

- A school/district administrator
- A certified teacher or related service provider with a bilingual extension and/or a teacher of English to speakers of other languages
- The director of special education or individual in a comparable title (or his or her designee)
- The student’s parent or guardian

An interpreter or translator of the language or mode of communication the parent or guardian best understands, must be present at the meeting of the LPT. The LPT determines whether the student should take the NYSITELL. The LPT should consider evidence of the student’s English language development, including, but not limited to the following: The student’s history of language use in the school and home or community; The results of the individual evaluation of the student conducted in accordance with procedures in CR Part 200.4(b)(6), which includes assessments administered in the student’s home language; Information provided by the Committee on Special Education (CSE) as to whether the student’s disability is the determinant factor affecting whether the student can demonstrate proficiency in English

Based on the evidence, the LPT will make a determination as to whether the student may have second language acquisition needs or whether the student’s disability is the determinant factor affecting whether the student can demonstrate proficiency in English. If the LPT determines that the student may have English language acquisition needs, the student must take the NYSITELL. If the LPT determines that the student does not have English language acquisition needs and should not take the NYSITELL, the recommendation is sent to the principal for review. The principal will accept or reject this recommendation and if the principal rejects the recommendation of the LPT to not administer the NYSITELL, the NYSITELL is immediately administered to the student. If the principal accepts the recommendation not to administer the NYSITELL, the recommendation is sent to the superintendent or the superintendent’s designee for a final decision. Additionally, the parent or guardian must be notified within 3 school days of the decision in the parent’s/guardian’s preferred language

The final decision is made by the superintendent or superintendent’s designee. The superintendent or designee has 10 school days to

accept or reject the LPT's recommendation. If the superintendent determines that the student must take the NYSITELL, the school has 5 additional school calendar days to administer the NYSITELL (if necessary) and to notify the parent or guardian. The form titled Language Proficiency Team NYSITELL Determination Form will be completed and placed in the student's cumulative folder.

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.

Schools must inform parents of their child's eligibility services by providing entitlements letters and Parent Survey and Program Selects forms in the language of the parent. These letters and forms are given to the parent to have an opportunity to select a program for their child from one of the three educational programs for ELLs: The Dual Language Program, The Transitional Bilingual Educational Program, or the Free Standing ESL program. These forms are completed by the parent and given to the ESL teacher. The forms are copied: the original placed in the students cumulative folder while a copy is kept on file with the ESL teacher. The Certified ESL teacher is responsible for distributing the parent survey and program selection forms to the parents.

The parents survey and program selection forms are returned to the Certified ESL teacher, completed by the parent and returned. A copy-the original form-is placed in the new ELL cumulative folder. The copy is kept in a folder in the ESL teacher classroom. The process of entitlement letters when the ELL has been identified is in the parents' native language and sent home for the parents to attend a parent orientation. The Certified ESL teacher is responsible for distributing the continued entitlement letters to the target ELLs parents to inform the parents in their native language that the ELL remains in the ENL program from the results of the spring NYSESLAT. The ATS report to determine NYSESLAT eligibility is RLER.

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).

The Re-Identification process allows all parties involved who believe a student may have been misidentified as an ELL or non-ELL that the ELL Identification Process be administered a second time. The school will initiate a review of the ELL status upon receiving a written request from parent/guardian or student's teacher. This process must be completed within 10 school calendar days. If the CSE must be consulted then the process must be completed within 20 school calendar days. Parents are informed during the Orientation process and when they receive notification of the students eligibility.

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.

Within ten days after newly admitted ELL students have been identified, a parent meeting is convened to inform parents of their program choices. On the Parent Survey and Parent Selection Form, the majority of our parents opt for the free standing ENL program for their children. ELL parents are informed, however, that they may choose a Transitional Bilingual Education or Dual Language Program. If TBE or DL is chosen parents are informed their child's name will be placed on a list so that if our school has the sufficient amount of students in one or two contiguous grades parents will be contacted. If necessary, the Parent Coordinator helps parents contact the regional placement office.

The process begins when the certified ESL teacher invites parents of newly admitted ELLs to a Parent Orientation meeting where they have the opportunity to view a short informational video in their native language and receive brochures in their native language, about the three program choices available to their child. They are encouraged to ask questions, voice concerns, and select one of the three instructional options. This year the new ELL parents chose the ENL program at P.S. 135. The parents needed Native Language support and a pedagogue Marie Faustin-Valme, the schools social worker translated to the parent in Haitian Creole about the programs. Parents are given an entitlement letter to inform them that their child is eligible for an ENL program and of the choices available. Parents must return parent notification letter. To alert parents of the upcoming meeting a written notice is sent both in English and the Home Language indicated on the Home Language Identification Surveys. If parents are unable to attend the scheduled meeting, alternate dates will be arranged. Telephone conferences will be scheduled upon parent request. Translators are available for all parent meetings including telephone conferences. Records of parent attendance/nonattendance copies are kept in the ESL binder.

Parents must choose one of the following programs:

-Freestanding English as a Second Language-Students in this program receive all instruction in English. Language Arts is taught using ELA and ENL methodologies. Content area subjects are taught in English using ENL strategies. Bilingual glossaries are provided.

-Transitional Bilingual Education-Initially, all subjects are taught in the child's native language. As students in this program develop their English proficiency, the time allocated to native language arts shifts to English-language learning, until the student is ready to enter an all-English program. Presently, P.S. 135 offers only ESL classes. If TBE is the Parental Choice, parents are given a list of nearby schools that have these programs.

-Dual Language-This is a language-enriched bilingual education program that integrates students who are native English speakers with native speakers of another language, for all or most of their content area instruction. All students in Dual Language programs develop their second language skills while learning content knowledge in both language groups.

At this time, we do not have 15 students in two contiguous grades whose parents opted for bilingual or dual language. If we do in the future, we will, as per the ASPIRA Consent Decree form a bilingual and/or dual language class.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.  
During the Parent Orientation, parents are informed of the importance of completing and returning the forms within 5 days. Parents will also be told that if the forms are not returned that the child will be placed in ENL. The school will then document and include attempts made to have parent return the initial parent selection preference form. The program choice are entered as indicated on the Parent Survey and Program Selection Form in the designated screen in ATS (ELPC) as the forms are completed. Parent are also informed that students who are not placed in ENL as a result of the parents' not returning the survey must be counted toward minimum thresholds established by NYSED's CR Part 154, as amended by the Aspira Consent Decree.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. The school counts the number of documents and surveys which were returned and documents and surveys that are outstanding. Calls are made to inform parents to return the parent survey and program selection forms. If assistance is needed the ESL teacher or a translator will assist.
9. Describe how your school ensures that placement parent notification letters are distributed. Placement parent notification letters are mailed and backpack.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). The school retains all ELL documentation for each child by making sure that the original is in student folder and copies are placed in a locked file cabinet. Contact parent who did not return forms and inform parents if assistance is needed the school will provide.
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.  
Eligibility for continuing ELLs is determined by using a formal NYS assessment exam. To ensure the exam is administered to all eligible students, we access these ATS reports: RLER, RMNR, RLBR, RBPS, RPOB and RYOS. The NYSESLAT (New York State English as a Second Language Achievement Test) is administered each spring by certified pedagogical staff. Detailed NYSESLAT "Entitled Student" lists are compiled and then are used to cross-reference date and exam segment administered to each student, to ensure all students take all four parts of the exam. Parents are informed in English and in their native language of the four components of the NYSESLAT, and of the test dates. The certified ESL teacher and the parents work together to ensure that all four components of the NYSESLAT are administered to all eligible students. The proficiency levels of students and ESL placement for the coming school year are based on the results of this exam. ELLs that continue to score below Proficient continue to be entitled to ESL services. ELLs scoring at or above Proficient are no longer entitled to ENL services. Our school notifies parents in English and in their native language prior to the exam about testing dates and purpose of the NYSESLAT.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. The continued entitlement and transitional support parent notification letters will be mailed and backpacked. These letters will be sent home to inform parents that the child is entitled to ELL services based on the NYSESLAT.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

The program choice for the parents of ELLs at P.S. 135 continues to be ENL Only. In the past five years, all (100%) of the parents have chosen "ENL Only" on the Parent Selection Forms. Presently, we do not have plans to change/add programs available to ELLs since we are in total alignment with Parent Choice. At this time, we do not have 15 students in two contiguous grades whose parents opted for bilingual or dual language. In the future, we will, as per the ASPIRA Consent Decree add Bilingual or Dual Language classes if the parents of 15 or more same language General Education students on two contiguous grades, requested it.

## 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.
    - a. Instruction at P.S 135 is delivered by a pull out model.
      - b. The program model consists of the ELLs grouped heterogenous (mixed proficiency levels) and mixed grades.
        - Group 1 (1st and 2nd grades)
        - Group 2 (2nd and 3rd grades)
        - Group 3 (4th and 5th grades)
    - b. TBE program. *If applicable.*  
N/A
    - c. DL program. *If applicable.*  
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?  
The ELLs receive the necessary ENL and ELA instructional units as required by Commissioners Regulation's Part 154. The English Proficiency as per score on the NYSESLAT or NYSITELL: Beginners(B) ELLs must receive 360 minutes per week of ENL instruction. Intermediate(T) ELLs must receive 360 minutes and Advanced(A) ELLs must receive 180 minutes per week of ENL instruction and 180 minutes per week of ELA instruction. All ELLs receive the required minutes of ENL instruction in "equal daily allotment" as per CR Part 154 Regulations. Students at Entering level will receive 180 minutes standalone ENL and 180 minutes integrated ENL. Emerging levels will receive 90 minutes of standalone ENL and 180 minutes of integrated ENL/ELA. Students at Transitioning level will receive 90 minutes integrated ENL/ELA and 90 minutes of standalone or integrated ENL (with ELA or any other content area). Expanding levels will receive 180 minutes of integrated ENL/ELA or other content area. This will be the student weekly time requirements for ENL.
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.
 

Targeted and differentiation of instruction is used in all subject areas to ensure that all learners are reached. School leadership and teachers use the results of the Periodic Assessments to drive instruction. Instructional approaches and methods used to make content comprehensible and to enrich language development include strong cognitive involvement, as well as contextual support. Language in the content areas is amplified. Teachers continue to emphasize the use of "scaffolding strategies" for all ELL subgroups. These include: bridging, modeling, contextualization, meta-cognitive development and text re-presentation. Educators at P.S 135 combine the principles of second language learning with the language development necessary for success in content area classes. This allows students to learn content area material while simultaneously developing English skills. Proficiency in the English language is essential in order to meet the Common Core Learning Standards in academic content areas. This is the explicit goal of the school leadership and teachers of our school. Teachers of ELLs at P.S. 135 utilize in the ReadyGen series which includes

textbooks, student workbooks with original stories, poetry, reading comprehension activities and assessment guides. For Mathematics Go Math is used.

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

Since this is a free standing English as a New Language program, P.S 135 does not evaluate the native language of the ELLs but if we did have TBF/DL programs the ELLs would be evaluated and assessed with native language exams in their language, Haitian Creole, Spanish, and Chinese. They take the content exams in their language. Language support is provided.

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

The School Leadership Team, as well as cross-grade, cross-content and cross-program teams use data to inform decision making and drive instruction. On going assessment is designed to collect evidence of student learning or need for mid-course changes that are systematically implemented across grades and programs. Students practice the use of, and are provided the English and native language versions of (when available) , formal and informal assessments. Teachers work collaboratively to evaluate student work and data to ascertain the language and cognitive demands of tasks aligned to standards. Teachers maintain a portfolio for each student where reading and writing products in two languages are collected to be assessed periodically by the student.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

Instruction is designed to mediate the learning of various of proficiency classifications?

a. The instructional plan for SIFE is for these students to receive rigorous grade instruction in all content areas taught in English. These students will also attend the extended day program 3 times a week receiving literacy instruction and target mathematics intervention. The SIFE ELLs will also receive AIS which provides targeted instruction in listening, speaking, reading, and writing. Materials used: Go Math, Ready Jen.

b. The plan for newcomers(less than 3 years) is to ensure that they meet state standards, P.S 135 will utilize many different strategies and activities to ensure that ELLs learn their new language. Materials used: Go Math, ReadyGen.

c. The plan for ELLs receiving service 4 to 6 years will be balanced literacy( guided/ shared reading, guided/ shared writing) and content area instruction, the extended day program 3 days a week. Materials used: Go Math, ReadyGen.

d. The plan for long term ELLs(completed 6+years) will be balanced literacy( guided/shared reading, guided shared writing) and content area of instruction extended day 3 days, AIS, target instruction in Math and ELA. Referrals if needed for long term ELLs, summer school and counseling are based on their individual needs.

e. The plan for former ELLs ( in years 1 and 2 after testing proficient) are to be offered ESL services, and to received modified time on state testing for 2 years. Former ELLs up to 2 years after they are identified as proficient are able to continue to be in a separate location and allowed modified time (time and a half) on all state tests.

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.

When there is an appeal process, students continue in the program so as not to miss any instruction. The principal will provide additional services to the student as defined in CR Part 154-2.3(j) and may reverse the determination within 6 to 12 months.

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?

Chart instructional plan for ELLs SWDs is to provide them with sheltered instruction which includes visual aids, hands on materials charts, graphics puppets, big books, computer instructional programs and books with tapes. Materials used Go Math and Ready Jen. P.S.

135 ensures ELL-SWD receive all services mandated on their IEP's, by the numbers of different instructional strategies and grade level materials that are used for reading intervention. When using Intervention by Design, the ELL-SWD uses the ESL book that comes with the kit when working with guided reading activities. When working in math ELLs are provided with appropriate manipulatives from that topic. The ELL-SWD is provided with many chances to learn by visual methods.

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?
- For students in 12:1:1 classes (self-contained special education) lessons are planned and taught based on the recommendations on the students' IEPs. Many of the educational activities are taught individually or in small groups. Interactive groups allow students to take on different assignments to complete the assigned tasks. There is a lot of flexibility in timing for most activities in which these students engage. Students who take the NYS assessment exams receive extended time as per their IEP. They are entitled to take the exams in English and/or their native language. If the exam is not available in their native language, they are entitled to oral translations which are provided.

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

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

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

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

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

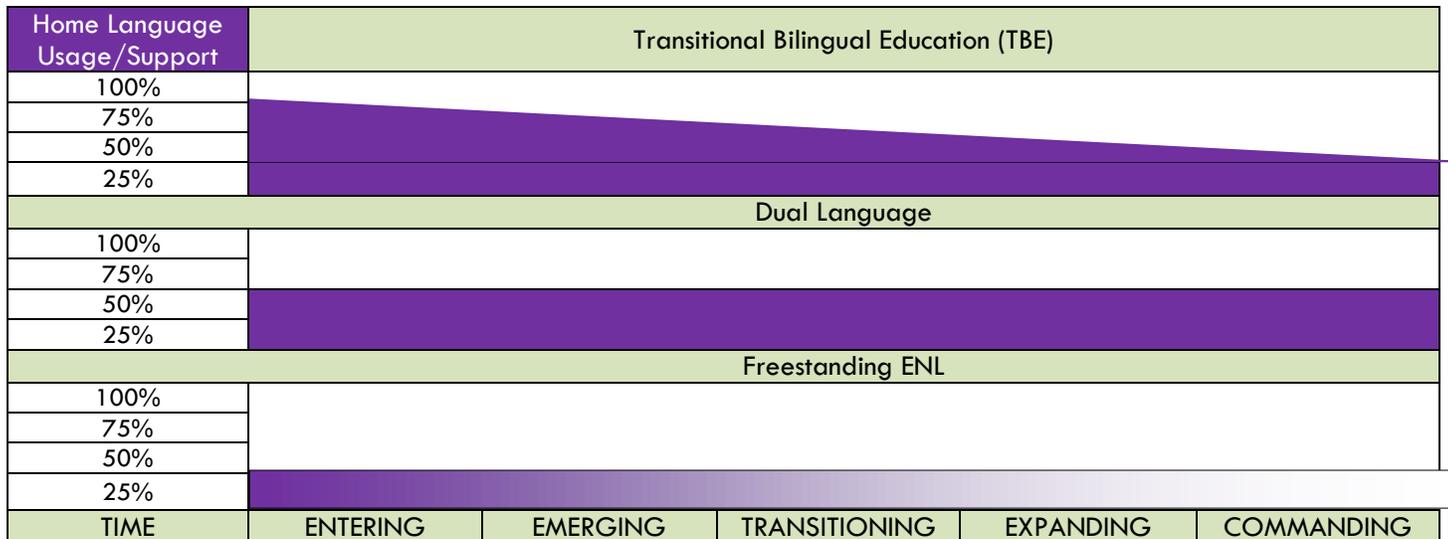


\*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

**Home Language Usage and Supports**

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



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. Target intervention programs for ELLs are the Wilson Program and Read 180. General ELLs on the testing grade attend this program. Content based subjects such as science and Social Studies through literature which is non-fiction.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Teachers demonstrate knowledge about the

  - Effective practices for ELLs
  - The impact of culture learning and cognitive styles
  - How to differentiate instruction to align with student's prior knowledge, learning and language needs.

Teachers plan lessons that complement instead on of merely translate the content instruction in the other language. The teachers model academic language and consistently differentiate lessons so that students' language proficiency grows increasingly and more complex. Teachers demonstrate commitment to professional development by attending off-site workshops, seminars and conferences related to ELLS.
12. What new programs or improvements will be considered for the upcoming school year?

The improvements for the upcoming school year is to continue using the Common Core Learning Standards. In addition, Language Power for ELLs program will be utilized.
13. What programs/services for ELLs will be discontinued and why?

No program/Service will be discontinued for ELLs since ELLs are moving up levels after assessment and some ELLs are becoming proficient.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

ELLs are included in all programs during and after school. ELLs are invited to any after school programs or enrichment programs. They are invited to Project Arts which is for Band and Dance. Flyers are sent home in the parent's native language for permission.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

The ELLs are using Read 180 with the use of laptops. The ELLs are using Rigby Intervention by Design this is a differentiated program. The ELLs are tested first and then the teacher teaches them on their level. Native language support will be classroom dictionaries in the native language, class libraries areas clearly defined by language. There is adequate implementation of the core curriculum in all content areas in both languages. ELLs are using technology to develop their reading, math and content area skills.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Native language support is delivered through other staff members, other students on the grade/class that speak the language of the ELLs to support and help them. Dictionaries, glossaries, and bilingual books in the library are also helpful. There are no TBE or Dual language programs at our school.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

All Services are provided for ELLs on grade levels such as guidance counselors, speech teachers SETTS. When need native language support will be provided.

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).

The principal gives tours of the school such as showing the lunchroom, the library, the auditorium, laboratories, outdoor, and indoor line up. Throughout the years as ELLs arrive: The ELL teachers should make the newly enrolled ELL a member of the class by introductions to other ELLs , buddy system for native language support, show different areas of the classroom( library, charts)

19. What language electives are offered to ELLs?

There are no language electives offered at P.S 135.

20. For schools with dual language programs:

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

N/A

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
  1. Teachers must hold the appropriate teaching certification. Teachers plan for the development of both social and academic language. Teachers model academic language and consistently use special language so that student language proficiency grows increasingly more complex. Language functions, Language structure PD
    - Creating a Unit Plan for Literacy K-5
    - Creating Unit Plan for Literacy
    - Structure of ReadingGen Program K-5
    - Revised Literacy Curriculum Map to reflect ReadyGen-Unit 1 –Skills and Strategies.
    - Revised Math Curriculum map to Reflect GO Math-Skills and concepts- Unit 1 K-5
    - Questions and Discussion Techniques component 3B grades K-5
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

All teachers -155 of PD will be ELL related. Teachers will attend Professional Development session on the following topics: Small group instructions, guided reading for ELLs groups NYSESLAT. The parent coordinator will help the parents of the ELLs by providing appropriate letters in their native language; help the ESL teacher with the parent orientation meeting. Provide the parents with information of the school with native language support. Guidance counselors will provide ELLs, long term ELLs and SIFE group counseling or individual counseling based on their individual needs or conflict resolution skills. The secretaries make sure that the parents of the ELLs receive the correct HLIS (Home Language Identification Survey Form) in their appropriate language. Guidance counselors will provide ELLs SIFE and long term ELLs group counseling or individual counseling based on their individual needs or conflict resolution skills. Classroom teachers and the ESL teacher will have targeted instruction for ELLs, SIFE, and long term ELLs by providing for ELA, math, and ESL. The SETTS teacher will provide targeted instruction in listening, reading, speaking, and writing. The secretary notifies the ESL Teacher of a possible new ELL and the secretary gives the parent all of the necessary informational (sometimes through a translator) about school procedures, meetings, uniforms, bus information, arrivals, and dismissal time, lunch schedules for the ELLs.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

The ELLs will obtain support such as meeting with the guidance counselor to discuss the different types of middle schools program and activities available to them when they transition from P.S. 135 to the middle school. There will be meeting with parents about middle school. ELLs will take walkthroughs to middle schools to become familiar with the schools procedures, setting, and expectations. The guidance counselor has meetings with the 5th grade ELLs to discuss their future in middle schools thru career choices. A Career Day is held where actual workers (lawyers, dentists, accountants, etc) share and discuss their occupations. ELLs are asked to discuss the occupation of their choice and articulate by asking questions.
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.

Teachers will attend Departmental Professional Development sessions on the following topics: Creating Connections Building Bridges, Developing Communication with ELL Children for Teachers and Parents, Cooperative Learning Strategies for ELL Students, Test Taking Strategies, etc. Professional development for all teachers will be on language acquisition, with a focus on best practices for co-teaching strategies and integrated language and content instruction for English language learners. For ESL teacher language acquisition in alignment with core content area instruction.

Additional Professional Development is also delivered during weekly professional development session. Teachers are asked to sign in at all Professional Development sessions. These lists are kept on file in the school. Teachers are afforded the opportunity to take courses listed in OELL Opportunities website, and for those who are in school, they are encouraged to take some form of education course which addresses the needs of the English Language Learner. In addition, there is in-class assistance to support teacher knowledge and instructional strategies. Articulation is ongoing through individual meetings and grade conferences.

### C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Parents are involved in various committees including Parent Teacher Association, School Leadership Team and the Parent Advisory Council. Parents are encouraged to participate in school activities, assemblies and field trips. All parents' correspondence including flyers and other communications are translated into a variety of languages spoken by our multilingual families. Translations are available for languages such as Arabic, Haitian Creole, Spanish and French. In addition, the school schedule individual parent meeting other than Parent Teacher Conferences. There are staff members who speak a few of the languages other than English.

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.

Records are kept in the ENL coordinator's room in a locked file cabinet. Translation, over the phone or in person, is available for effective communication. All parents' correspondence including letter, flyers and other communications are translated into the languages spoken by our multilingual families. Translations are available for languages such as Arabic, French, Haitian Creole and Spanish. The ESL teacher has contact with each parent of the ELL children during the Parent Orientation and during Parent-Teacher conferences. Additionally, her telephone number is given to each parent in order to address any concerns he or she may have about the children's work, progress or individual needs. All forms and letters are kept in the student's permanent record as well as the designated screen in ATS.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. All parents of ELLs are invited to participate in Curriculum Night during the month of September. At this time ELL parents are informed about school expectations, assessments state standards and the ESL Program. At P.S. 135 there are many ways that involves the parent community including the parents of ELLs. The parent Coordinator will have a workshop sharing information about how parents to go online and gain access to see their child's grades and monitor attendance of their child. There is a workshop for parents in the testing grades (3rd, 4th, and 5th) to discuss the upcoming ELA and Math State Test. There is Pajama Read Aloud Night where the students come in their pajamas and are read to by some of the staff members. There is also Movie Night, Family Night where families gather to meet other families to discuss school matters. Parents of children identifies as an ELL are invited to all workshops. We meet the needs of parents who need translation through the use of all in house staff who speaks the same language of ELLs or by the translation / interpretation Unit services.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? The school has a partnership with Learning Leaders which provides parent classes and support to all families. Also, Brooklyn Housing and Family Services along with the parent coordinator give workshops on basic conditions for the new ELL Family.
5. How do you evaluate the needs of the parents?  
A survey is sent out to our parents. The survey is completed and returned.
6. How do your parental involvement activities address the needs of the parents?  
Based on the responses from the survey, activities and workshops are planned.

### D. Additional Information

Include any additional information that would be relevant to your LAP and would further explain and highlight your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste response here:

## **Part VI: LAP Assurances**

**School Name: Sheldon A. Brookner**

**School DBN: 18K135**

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)
Trevlyn McRae	Principal		1/1/01
Phuong Huynh	Assistant Principal		1/1/01
Pamela Wilson	Parent Coordinator		1/1/01
Magdalena Gilaard	ENL/Bilingual Teacher		1/1/01
Judine Valery	Parent		1/1/01
Peter Forgenie (Assessment)	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Jacqueline Sylvan (Literacy)	Coach		1/1/01
	Coach		1/1/01
Lisa Sher	School Counselor		1/1/01
Beverly Wilkins	Superintendent		1/1/01
JoAnn Benoit	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: **18K135** School Name: **Sheldon A. Brookner**  
Superintendent: **Beverly Wilkins**

### 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](http://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

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

There are a number of ways in which our school assesses the written translation and oral interpretation needs of our parents to ensure that all parents are provided with appropriate and timely information in a language they can understand.

- One method of assessment is through the HLIS (Home Language Identification Survey), which all parents of new admissions to the school are required to complete during the registration process. The HLIS is printed in a variety of languages and the parent will receive the language of choice for proper completion. Our in-house staff interpreters are called upon during the registration process.

At our school, we use the interpretation unit of the Department of Education for other languages spoken by our parents. Parents are also given written translation and oral interpretation in their respected languages.

- Another method of assessment is the ATS system that provides information of the primary language of the students (RHLA).
- The Parent Coordinator at our school is another resource for determining the needs of parents. Calls are made to the students' homes and an assessment can be made as to the need for translation and oral interpretation to better understand an issue.
- Informal oral communication with parents and teachers also helps us determine the need for on staff interpreters or the need for an interpretation unit.
- Finally attendance at PTA meetings, and through parent conversations and requests, we establish lines of communication ensuring that parents are aware and fully understand what is happening in their child's academic development.

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.

At our school, the following languages are identified: Arabic, Haitian Creole, Vietnamese, French and Spanish.

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

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

All parental correspondence, (letters, notices, flyers, permission slips, consent forms and parent handbooks) will be translated by the school staff or the Translation and Interpretation Unit, from English to the native languages of the students. (Arabic, Vietnamese, Haitian Creole, French and Spanish). Our School will translate documents that contain individual student specific information including a student's health, legal or disciplinary matters, entitlement to public education or placement in any special education, English language learner or non-standard academic programs.

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.

Our school will have Parent Teacher Conferences (Nov. & March), Curriculum Night (Sept. & May), engaged in parent engagement (Weekly) to discuss student academic progress and language development .

## Part C: Providing Language Assistance Services

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

Our school will provide interpreters for parent orientations/meetings and teacher conferences. Translations will be carried out by our staff members, with the assistance of the Translation and Interpretation Unit. Parents that speak another language are given the translated Bill of Rights and Responsibilities in their language. There are appropriate schools signage and forms in each required language of the parents. School documents are translated in a timely way by having the appropriate language form for early registration and continuous registration. Flyers and notices for parents about school activities are done in a timely manner for the parents of ELLs.

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

The school will utilize over-the-phone interpretation services via the Translation Unit and on-site interpreters provided by an outside vendor or in-house by school staff.

## Part D: Training Staff on Policies and Procedures

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

Staff members will be given the telephone number for the Interpretation & Translation Unit and will be reminded via memo and announcements to utilize the services to communicate with our ELL parents.

## Part E: Providing Notice of Language Assistance Services

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

### Checklist of Notification Requirements

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

Our school will fulfill Section VII of the Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. We will translate letters and notices to parents in the appropriate languages for our school – Arabic, Vietnamese, French, Haitian Creole and Spanish. For translations in any other language we will use the services of the NYC DOE Translation and Interpretation Unit since we have no staff member who can do that. For the translations of French, Haitian Creole and Spanish, we will use our in-house staff to provide translations. For translations of Arabic and Vietnamese, we will use the Translation and Interpretation Unit. We will translate and provide translations as they arise.

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

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

Our school will use parent survey to gather feedback from parents on the quality and availability of services.