

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

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

**15K154**

**School Name:**

**MAGNET SCHOOL FOR SCIENCE & TECHNOLOGY**

**Principal:**

**ERIC HAVLIK**

## Comprehensive Educational Plan (CEP) Outline

**Section 1: School Information Page**

**Section 2: School Leadership Team (SLT) Signature Page**

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

**Section 4: CEP Overview**

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

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

**Section 6: Academic Intervention Services (AIS)**

**Section 7: Title I Program Information**

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

**Section 1: School Information Page**

**School Information**

School Name: The Windsor Terrace School School Number (DBN): 15K154  
Grades Served: K-5  
School Address: 1625 11<sup>th</sup> Avenue Brooklyn NY 11217  
Phone Number: 718-768-0057 Fax: 718-832-2673  
School Contact Person: Eric Havlik Email Address: ehavlik@schools.nyc.gov  
Principal: Eric Havlik  
UFT Chapter Leader: Eva Giamboi  
Parents' Association President: Abby Polanca  
SLT Chairperson: Patricia McDannell  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): \_\_\_\_\_  
Student Representative(s): \_\_\_\_\_  
\_\_\_\_\_

**District Information**

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

**Borough Field Support Center (BFSC)**

BFSC: \_\_\_\_\_ Director: Bernadette Fitzgerald  
Director's Office Address: 131 Livingston St. Brooklyn NY 11201  
Director's Email Address: \_\_\_\_\_  
Phone Number: \_\_\_\_\_ Fax: \_\_\_\_\_

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk\*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Eric Havlik	*Principal or Designee	
Eva Giamboi	*UFT Chapter Leader or Designee	
Abby Polanca	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Christine Luo	Member/ Teacher	
Melinda Fought	Member/ Teacher	
Regina Witkowski	Member/ Teacher	
Erika Hammond	Member/ Teacher	
Rosemary Graham	Member/ Teacher	
Patricia McDannell	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Ruth Carter	Member/ Parent	
Ali Mancini	Member/ Parent	
Jodi Harris	Member/ Parent	
Lisa Rochlin	Member/ Parent	
	Member/	
	Member/	

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

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

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

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

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

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



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

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

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

<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.

PS 154, The Windsor Terrace School, is a small Pre-K to 5 school in the Windsor Terrace section of Brooklyn. The building is a landmark in the community having been erected in 1909. The school houses 550 students with ethnic backgrounds including; White, Black, Latino, and Asian. As the Windsor Terrace community has grown in recent years, so has the school. To accommodate the growing numbers of students, PS 154 has added classes in Kindergarten, first and second grade as well as ICT classes on all grades. PS 154 emphasizes community. We have monthly and annual community building events like Family Fridays, the Spring Carnival and Ice Skating in Wollman Rink.

The school's mission statement is:

PS 154 is a collaborative community that is committed to inspiring curiosity, integrity, independence and academic excellence in our children. We do this by encouraging exploration across all areas of study and the engagement of the cultural institutions of New York City.

PS 154 is a high performing school. About 67% of students are performing at or above grade level standards on standardized exams in literacy and math. PS 154 also prides itself on strong enrichment programs. With teachers and administration working in partnership with parents and local politicians, PS 154 strives to enrich the lives and learning of our students through various arts programs, a science rich curriculum and the infusion of technology into our daily learning experiences. Relationships with the Brooklyn Museum, Arts Connection and programs such as Visting Scientist Day and "Meet the Author" help us to achieve our enrichment goals.

## 15K154 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	548	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	0.6%	% Attendance Rate		95.5%
% Free Lunch	17.2%	% Reduced Lunch		2.0%
% Limited English Proficient	6.8%	% Students with Disabilities		19.4%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.4%	% Black or African American		4.4%
% Hispanic or Latino	20.5%	% Asian or Native Hawaiian/Pacific Islander		8.2%
% White	61.9%	% Multi-Racial		4.6%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	2.29	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		0.4%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)		5.76
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	64.4%	Mathematics Performance at levels 3 & 4		65.0%
Science Performance at levels 3 & 4 (4th Grade)	93.4%	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				
<b>Accountability Status – Elementary and Middle Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
<b>Accountability Status – High Schools</b>				
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.

After conducting an analysis of student performance trends, reviewing Danielson teacher observations and by surveying the school community, we have determined that there is a need to raise the level of student engagement in the science laboratory.

Strengths:

- A full-time, dedicated science laboratory and teacher
- A part-time science staff developer
- One period per week of science instruction to all classes scheduled in the laboratory
- An established science committee that meets bi-weekly made up of teachers, administration and parents
- A \$5000 PTA allocation earmarked for science instruction

Needs:

- A thorough review of the curriculum to ensure that it is engaging and aligned to the Next Generation Science Standards\*
- Continued professional support for our science teacher\*
- Resources that support a rigorous, engaging science program\*

\*Indicate priority needs

### Part 2 – Annual Goal

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

By June 2016, we will raise the level of science instruction by delivering a hands-on, experiment-based curriculum that is aligned to the Next Generation Science Standards (NGSS) and measured by implementation of suggestions for improvement per the Educators Evaluating the Quality of Instructional Products Rubric (EQIP).

**Part 3 – Action Plan**

<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: <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>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Review the NGSS and EQuIP with science teacher and science staff developer	K-5	Sept – Oct	Science Staff Developer
Ongoing support using the inquiry cycle approach	K-5	Sept – June	Science Staff Developer and Principal
Professional development in local schools	K-5	Sept – June	Principal
Publishing a monthly science newsletter for families	K-5	Sept – June	Science Staff Developer

**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.											
<ul style="list-style-type: none"> <li>• Science laboratory teacher</li> <li>• Science Staff Developer</li> <li>• PTA funded</li> <li>• Tax Levy</li> </ul>											
<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		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	X	PTA Funded	X	In Kind		Other

**Part 5 – Progress Monitoring**

<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.
After conducting a benchmark assessment in September on all grades (K-5) using the EQuIP rubric, the rubric will be applied again in January and 50% of suggestions for improvement will be implemented.

**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.

#### Strengths

- The school culture is one in which students feel respected by their teachers and support staff, as evidenced by school surveys.
- Every effort is made to include the parents in school-wide events so that students feel supported by family members, and to illustrate that the entire school community has a stake in their well being. This is particularly true of our Family Friday events, in which parents are invited into the school building during the first Friday of every month.
- To strengthen peer engagement, our Buddy Class Program pairs upper grade classrooms with lower grade classrooms so that students can learn to be mentors.
- We have partnered with organizations (Kids in the Game) to provide organized lunchtime activities, supervision and guidance. This has reduced lunchtime conflicts.

#### Needs

- Based on anecdotal as well as School Survey evidence, there is a need for a more comprehensive response to school bullying.
- Teachers need more guidance with respect to their role in disciplinary interventions and/or community building.

Positive Community goals and/or codes of conduct need to more effectively communicated to students and staff and revisited throughout the school year.

### **Part 2 – Annual Goal**

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

By June 2016, the school will have fully adopted a whole community social/emotional program (I.e. Anti-Bullying, Community Building, Peer Mediation) or similarly themed program to address the social and emotional well being of students.

**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>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</b></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>A social/emotional wellness (SEWC) committee consisting of staff, students and parents will convene to address the most pressing needs of the students (ex: bullying, discipline, self-esteem etc.) Members will be officially selected by the school administration, but all community members who wish to be involved will have the opportunity to do so.</p>	<p>K-5</p>	<p>September 2015</p>	<p>Michael Buckley</p>
<p>Based on committee findings, programs will be researched and narrowed down to three finalists for review.</p>	<p>K-5</p>	<p>October 2015</p>	<p>Michael Buckley</p>
<p>Programs will be brought to all relevant stakeholders for input and evaluation. This will include SBST, SLT and Staff Professional Development Sessions. The program finalist will be reviewed to determine the extent to which it meets the needs of all students, with particular emphasis on ELL and students with IEPs.</p>	<p>K-5</p>	<p>October/November 2015</p>	<p>Michael Buckley</p>
<p>The final program will be fully implemented. Its goals and objectives will be communicated to families via standard methods (email, letters etc.) A kick-off event for students will take place, and relevant professional development for staff will begin and be ongoing throughout the school year.</p>	<p>K-5</p>	<p>November 2015</p>	<p>Michael Buckley</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>
<ul style="list-style-type: none"> <li>• <b>Funding-</b> Compensation for teachers who devote time after-school hours will be discussed. Budgeting for Program Costs will be done in September. PTA funds may be considered as a supplement.</li> <li>• <b>Time-</b> Any program would likely require in-class lessons taught by a classroom teachers. Limits on use of instructional time will be a primary consideration for this Action Plan. The opportunity to provide Professional Development during UFT Development days will be a consideration.</li> </ul>

- Human Resources- This Action Plan will require the ongoing support from all staff, with a particular commitment from Committee Members (4-5 individuals).

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

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

The mid-point from program implementation will be March, 2016. The benchmark will include a survey designed by the SEWC that will be modified for each of the stakeholder groups; staff, students and parents. The SEWC will determine the type of student-to-student interactions, both positive and negative, that will be used to effectively measure the efficacy of the program (ex: Name Calling, Physical Altercation, Acts of Kindness etc.). The relative frequency of these incidents will be measured through a self-reporting survey at the beginning of the year and then again at the mid-point year. In addition, incidents entered into the OORS system can serve as a measure of program efficacy (i.e. reduction in school suspensions). The pulse of the school community will most likely be measured anecdotally, through observation of student interactions and generally student conduct. However, it is possible that the SEWC will identify a program that will already have recommendations for progress monitoring.

**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**

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

**Part 2 – Annual Goal**

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

**Part 3 – Action Plan**

<p><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>

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

**Part 1 – Needs Assessment**

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

**Part 2 – Annual Goal**

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

**Part 3 – Action Plan**

<p><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 parent leadership and engagement as a key lever for school improvement.</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 5E – Framework for Great Schools Element – Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

**Part 1 – Needs Assessment**

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

**Part 2 – Annual Goal**

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

**Part 3 – Action Plan**

<p><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 stronger family and community ties and to increase parent involvement in support of improved student outcomes.</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 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Fundations, Reader’s Theater, Fluency Support, Reader’s Workshop	Guided reading, interactive writing	Small Group, Tutoring	During school, after school (Reading/Writing Support Clubs)
<b>Mathematics</b>	Lesson Preview,, GoMath RTI program, Homework Review	Reteaching	Small Group, Tutoring	During school, after school (Math Support Club)
<b>Science</b>	4th Grade Science Lesson Preview, Review, Foss	Reteaching	Small Group	During school
<b>Social Studies</b>	Technology and Resource Assistance, (i.e. Primary Text)	Reteaching	One-To-One	During school
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Lesson Preview, Homework Review, Writing Assistance	Reteaching	One-To-One	During school (push-in to classrooms)

## 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>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.

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

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

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

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

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

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

**Part 4: SWP Schools Only**

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

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

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

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

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

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting 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			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

**<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) Template**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[School name]**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[School name]** will support parents and families of Title I students by:

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

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

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

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

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

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

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

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

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

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 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.

**Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY**

**Directions:** Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: <u>PS 154</u>	DBN: <u>15K154</u>
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>22</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>1</u>
# of certified ESL/Bilingual teachers: <u>1</u>
# of content area teachers: <u>0</u>

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: \_\_\_\_\_ RATIONAL

• \_\_\_\_\_ I have selected an afterschool program to be the focus of our Title III funding because research shows that the proper use of after school and enrichment programs done correctly effects the acadmeic gains of students. The work we will be working on during the after school programs will serve to enrich and scaffold on the current curriculum offered to the students in their daily instruction.

### SUBGROUPS

• \_\_\_\_\_ Based on the data obtained from last years NYSESLAT exam we found the students that need to the most assistance are grades 1-2. Of the 14 children in grades 1 -2 , 10 of them scored at the Beginner and Intermediate levels making them the group in the greatest need of improvements. We will offer support to these students using the common core learning.

### SCHEDULE AND DURATION

- \_\_\_\_\_ The afterschool program will begin in November and will continue until June.
- \_\_\_\_\_ It will start up again in the Fall of 2015 for the same dates.
- \_\_\_\_\_ The group will meet for 2 hours on Thursday afternoons.

### LANGUAGE OF INSTRUCTION

• \_\_\_\_\_ The language of the afterschool program will be in English

### # AND TYPES OF CERTIFIED TEACHERS

• \_\_\_\_\_ The program will be run by our one certified ESL teacher. She will be the only teacher working with the students.

### TYPES OF MATERIALS

- \_\_\_\_\_ Quick Reads fluency program
- \_\_\_\_\_ Printing paper
- \_\_\_\_\_ Art supplies
- \_\_\_\_\_ Imagine Learning Software
- \_\_\_\_\_ Guided reading books/ containers to place books in
- \_\_\_\_\_ Writing paper

-

-

-

## Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: \_\_\_\_\_

### Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELL's

## Part C: Professional Development

### RATIONAL

The ESL teacher will attend various Professional Developments focusing on ESL and turnkey to the staff at a special designated time. This knowledge will assist all staff in being aware of current methodologies that will help them work with the students and differentiate instruction. The ESL teacher will also attend professional development facilitated by Teachers College, Columbia University.

-  
-  
-

Teachers to receive Training

-

• The ESL teacher will have the knowledge to assist new teachers

The administrative staff will offer Professional Development to the ESL teacher to assist the students she works with during the day.

-

Schedule and duration

• ESL teacher will attend monthly workshops with a focus on ESL strategies

• The ESL teacher attended the Title III workshop where the new policies were discussed. Reviewing the focus of the 2 year plan is for programs relating solely to supplemental programs for ELLs and suggestions for materials and programs that would benefit these students and parents. Discussed the form itself and how to best answer individual sections

• Topics to be covered

• Literacy for ELLS, Brain Research, Stem, Non-Fiction Writing and the use of technology in the classroom.

• Common Core Strategies

• Writing non-fiction

Name of Provider

• Our ESL teacher is Elana Rabinowitz. She is fully certified.

-

-

## Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: PART D: Parental Engagement Activities

-

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL Identification process

-

### RATIONAL

The role of the parents is essential to learning and growth of our English Language learners. They need to be informed of all activities in their native language as well as play an active role in the school community.

### SCHEDULE AND DURATION

• We will create a number of additional workshops at no cost to Title III funding.

### Part D: Parental Engagement Activities

- Once a month our Parent Coordinator will help them learn about computer programs and access to information
  - Translation will be provided to the parents as needed
- TOPICS to be covered
- Workshops will be given by the administration assisting with math programs offered at the school
  - Bi-lingual staff with offer training on curriculum in reading and literacy
  - Additional meetings will be offered to work as a community on how to better assist the needs of their students and share resources with the ESL teacher
- How Parents will be notified of these activities
- Parents will be contacted by phone by the parent coordinator with translators available if necessary
  - Letters will be sent home to the parents in their native language.

### Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	<u>2,000</u>	<u>Per session will be used for an after school program. The money will go towards paying the ESL teacher for providing after school instruction for grades 1 -2 students.</u>
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	<u>1450</u>	<u>The materials ordered through Title III funding would be used for the afterschool program, which would focus on the use of technology and guided reading instruction. In addition, we will order materials to assist in additional instruction aimed at helping students prepare for the NYSESLAT exam.</u> <u>We are a technology-based school and would like to focus visual and auditory strategies that would best benefit our ELL's needs specifically in the afterschool program. We believe that the use of school laptops and headsets would be used in conjunction with reading and writing programs to better assist our ELLS to focus on ways to help them reach</u>

**Part E: Budget**

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<p><u>proficiency in English. These materials would be used only in the after school program.</u>  <u>Additional materials such as paper, pens, art supplies and bins to be utilized for after school instruction. Additional guided reading materials will be purchased to assist in reading comprehension and language acquisition. Specialized books for the NYSESLAT exam will be used as a supplemental program for after school for the English Language Learners at our school.</u></p>
Educational Software (Object Code 199)	<u>7750</u>	<p><u>We will purchase a contract with Imagine Learning English to service our ELL students. Imagine Learning English is a K-5 computer-based instructional program that teaches children English and develops their literacy skills through individualized instruction. The program delivers specific data reports for each student, highlighting their needs at any time as they progress through the program. The curriculum is founded on scientifically based research and No Child Left Behind guidelines. We will use school laptops to support the program.</u></p>
Travel	<u>_____</u>	<u>_____</u>
Other	<u>_____</u>	<u>_____</u>
<b>TOTAL</b>	<b><u>11200</u></b>	<u>_____</u>

**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>15</b>	Borough <b>Brooklyn</b>	School Number <b>154</b>
School Name <b>The Windsor Terrace School</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>Eric Havlik</b>	Assistant Principal <b>Michael Buckley</b>
Coach <b>type here</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>Juliette Salas</b>	School Counselor <b>Kimley Desir</b>
Teacher/Subject Area <b>Laura Varriale</b>	Parent <b>Abby Polanca</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Debby Wattenberger</b>
Related-Service Provider <b>type here</b>	Borough Field Support Center Staff Member <b>Steven Stroul</b>
Superintendent <b>Anita Skop</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 <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area/common branch and TESOL certification	
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]		Number of teachers who hold both a bilingual extension and TESOL certification	
Number of certified ENL teachers <u>not</u> 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]		Number of special education teachers with bilingual extensions	

**D. Student Demographics**

Total number of students in school (excluding pre-K)	<b>537</b>	Total number of ELLs	<b>24</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
<b>Dual Language</b>														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>	33	<b>Newcomers</b> (ELLs receiving service 0-3 years)	24	<b>ELL Students with Disabilities</b>	12
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	9	<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>	24	0	7	9	0	5	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: \_\_\_\_\_

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

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

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

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* EP=English proficient student

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

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

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

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

### Freestanding English as a New Language

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	3	3	1	3	2								0
Chinese	1	1	0	4	2	0								0
Russian	1	2	2	0	1	0								0
Bengali	0	0	0	0	0	0								0
Urdu	0	0	0	0	1	0								0
Arabic	0	0	0	0	0	0								0
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	0	0	0								0
Polish	0	0	0	0	0	0								0
Albanian	0	0	0	0	0	0								0
Other	0	4	0	0	0	0								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)	0	1	0											0
<b>Emerging</b> (Low Intermediate)	1	1	0											0
<b>Transitioning</b> (High Intermediate)	1	3	0	1	1									0
<b>Expanding</b> (Advanced)	2	3	4	2	4	1								0
<b>Commanding</b> (Proficient)		2	1	2	2	1								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

#### FORMER ELLS BASED ON REVISED EXITING CRITERIA

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

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

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

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4	3		2		2				0
5	1		1						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				0
8									0
NYSAA Bilingual (SWD)									0

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
 PS 154 uses a variety of assessment tools to gather information regarding the needs of its students, including ELLs. The primary assessment tools are: Fountas & Pinnell, TCRWP, and Wilson. Once a year, the NYSESLAT exam is administered to assess the progress of the ELL population. This data will help inform our school's instruction by using the results to drive instruction.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 The highest number of ELL's is generally in K-2 grade. More than 50% of the students test out at the end of 2nd grade. ELL's who are at lower proficient level have scored lower on state exams including Science, ELA and Math.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
 We create a chart of students who have received 43 points or more higher than the previous year's exam. 1/3 of the ELL population is Proficient (AMAO 2)
- For each program, answer the following:
  - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
  - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
  - What is the school learning about ELLs from the periodic assessments? How is the home language used?
    - ENLs appear to score lowest in writing indicating a need for additional instruction in that area. Our students are provided with alternate language tests and translators but have chosen the past few years to take the exams in English. In lieu of the Periodic Assessments the information is obtained through informal assessments given by the classroom teachers and ELL teacher throughout the year, in the form of one to one conferences, benchmark assessments, and personalized rubrics. ELL's have opted to take assessments in English rather than their home language because most ELL's have a higher vocabulary and writing conventions in English as they have lived in the United States since birth or preschool. Most ELL parents do not teach their children writing in their home language as many parents do not write academically themselves in their home language.
    - The school leadership and teachers are using the results of the informal assessments to determine what areas of focus are needed for

the remainder of the year. The overall consensus is that our ELLs are 1 -2 grade levels behind in writing and areas of convention and development are our focus. Students in upper grades 3-5 receive the opportunity to write in their home language instead of English. Most students opt-out as their written English supersedes their written home language.

- c. The school is learning from our informal assessments the needs of our students. We have learned that students' writing is overall better in English rather than the home language.
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*.]  
Our school uses data to guide instruction for ELLs with the Response to Intervention (RTI) framework for grades k-5. RTI is a multi-tiered model, that provides intensive support for each level. Struggling students are provided with additional support beyond what is given in their classroom. Students progress is monitored regularly by teachers and support staff to show improvements toward meeting grade level standards. Changes to the frequency, time, or intensity of the intervention vary in accordance to the students' individual needs. We move our students from Tier 1 – Tier 2 and monitor closely to see if Tier 3 is needed. Every child starts at a Tier 1. Tier one includes high quality, rigorous reading instruction (core instruction), delivered by classroom teacher, that meets the needs of most students. Use of research-based instruction or strategies that focus on meeting the needs of all students. If needed, a child moves into Tier 2, which is small-group instruction in the classroom designed for students who are not making adequate progress in Tier 1. This is in smaller groups and can be given by classroom teacher, push-in teacher, or additional service providers. These scaffolds are provided as support to the core instruction that match the needs of students identified as at-risk through screening progress and monitoring assessments. If a child is in Tier 3, it is necessary to provide individualized and customized intervention to students with greater frequency and durations. They continue to receive core instruction, either in the classroom or at an alternate location.  
School wide assessments are given 3 times a year to identify student performance on grade-level reading standards. If a child is identified as needing additional support, they receive it and information is monitored. Data from these tools guide instruction.
6. How do you make sure that a student's new language development is considered in instructional decisions?  
We make sure that a child's second language development is considered in instructional decisions by making available a myriad of resources. These resources include a myriad of materials according to the child's language proficiency. The ESL teacher meets with the classroom teacher during Prep to provide classroom supports, scaffolding instruction and tools on a daily basis. ENL students receive modified curriculum and homework based on their proficiency level. Classroom teachers place ENL students in groups in which they can receive model language as well as in groups in which they can work at their proficiency level. Classrooms are equipped with ENL dictionaries and picture dictionaries. Laptops and iPads are made available to students to make use of a thesaurus and if absolutely necessary translation. We have multi-cultural and multi-lingual libraries available to all students. In addition we have bi-lingual paras that are available to assist our ELLs with their schoolwork to question here:
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
  - What is the level of language proficiency in the target language for EPs?
  - How are EPs performing on State and other assessments?
- N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).  
We evaluate the progress of our current ELLs by using informal assessments, teacher conferences, and the NYSESLAT scores each year. In addition, we confer with the IEP teacher, to ensure that ELL's who need additional assistance are meeting their specific goals.

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide, ELL Identification* section.  
Once a child is admitted to the NYC school system, the parents are then actively involved in the decision-making process of the child. First, parents are given a home language survey (HLIS) to identify the child's language proficiency. This survey is given in the language the parent or guardian is most proficient in by a licensed pedagogue, either the Certified ESL teacher, Juliette Salas (Proficient in Spanish, Italian and French) or on days she is not present by Irene Vasquez, the bi-lingual SETTS teacher. The parents are requested to check off the languages that are spoken at home. They meet with the parents of all new admits who have been

identified as needing ENL services to determine if the parents are in need of translation services. The Parent Coordinator, Debby Wattenbarger (English speaking) The school secretary, Marge Cammellerre (English speaking), School Aide Maritza (Spanish Speaking), Irene Vasquez (Bi-lingual SETTS teacher) are available to assist with the in the translation and interview process. Juliette Salas informally interviews the child to determine language proficiency within the first ten days of school. The certified ESL teacher conducts these interviews in English. If a parent speaks a language we cannot provide a translator for, we call translation and interpretation services. The ESL teacher conducts an informal interview and assessment with the child in English, providing written text, basic prose and a series of simple questions to determine basic English proficiency. If the child is identified as being dominant in a language other than English, the child is given the NYSITELL exam and in the case of Spanish home language learners the Spanish language battery assessment (lab-r) within 10 days of enrollment by Juliette Salas to determine if the child should receive ESL or bilingual services. Spanish speaking students, are given the Spanish lab-r by Juliette Salas or Irene Vasquez, who is a licensed bi-lingual teacher. The NYSITELL consists of a Speaking, Reading, Writing and Listening component. The certified ESL teacher administers the speaking component and if need be additional components are administered by a licensed pedagogue, with accommodations' for special education students. The results of the NYSITELL determine the amount of ESL service the students should receive. The students who score at the Entering and Emerging levels are required 360 minutes of instruction per week. Students who score at the Transitioning and Expanding levels receive 180 minutes of instruction per week. The students that are Commanding/Proficient receive 90 minutes of instruction for the following 2 years after being tested out. In addition, if a child is deemed eligible for ESL services, they are evaluated annually using the New York State English as a Second Language achievement test (NYSESLAT) to determine their level of proficiency. This exam is has four components, listening; speaking, the ESL teacher administers reading and writing that with the assistance of Irene Vasquez, Jennifer Morris as well as Sandra Callahan (hired for testing time) all licensed pedagogues. The students are tested in grade bands with special accommodations' made for special education students. The child takes the NYSESLAT exam until they are tested Proficient in the English language.

Our ESL teacher, Juliette Salas, prints out ATS reports to determine both student's levels and eligibility for the NYSESLAT exams. In the beginning of the year the RLAT is printed to see which students are entitled to ESL services and which have past out. Our entitled students are sent out a continued entitlement letter and those that past are sent out a letter explaining they are no longer eligible for ESL services, however, they will still be monitored and are allowed extended time for state -wide examinations. The ESL teacher then prints the RNMR report, to see where instruction needs to be focused as well as determine groups based on levels. Each year, the ESL teacher creates a schedule to administer the 4 parts of the NYSESLAT exam. A letter is sent home to the parents to inform them of the schedule and this letter is translated in the parent's native language. The ESL teacher, in conjunction with trained pedagogue, administers the 4 sections of the NYSESLAT, within the deadlines presents by the DOE. If no form is submitted the default program is bilingual.

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).  
Once a child is enrolled at the school we view the HLIS. If we determine that the student does not have prior schooling based on the HLIS, we proceed to follow the steps for SIFE identification. If a child's HLIS does have prior schooling we request previous state test scores. If the child is 2 more years below grade level in literacy in their home language and/or two or more years below grade level in mathematics due to inconsistent or interrupted schooling prior to arriving in the United States, we begin the process of SIFE evaluation
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).  
An IEP team determines a student's eligibility for special education services and the language in which special education programs and services are delivered. The LPT members include ESL instructor, SETTS Director, AP, Social Worker or Psychologist, Parent/Guardian. A LPT recommendation is accepted or rejected within 20 days. An ELL will be placed within a program in the first 10 days of enrollment. Parents receive translation services during this process.
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.  
PS 154 ensures that entitlement letters are distributed and Parent Survey and Program Selections forms are returned and stored within the first ten days of school. The ESL teacher goes through each home language survey to determine which children are eligible to take the NYSITELL exam. If a child, according to the survey is deemed eligible they are tested, and if they are entitled to ESL services, an entitlement letter is printed out and signed in the guardian's native language and informs them, of their child's score on the NYSITELL and invites them to attend an orientation where they can determine which program will best suit the needs of their child. In addition, the ESL teacher with the help of the puil personal secretary prints out the RLAT to determine which students are to receive continued entitlement letters as well as which children are now proficient and no longer entitled to services. All these letters are sent home in the ell's home language. Parent surveys are sent out as well, and also distributed at the orientation. If the parent still has not returned these forms, additional follow up to obtain these materials is done via the parent coordinator or with the ESL teacher via telephone, with translators as needed. The ESL coordinator will meet individually with parents to assist them in filling out the parent

survey and program choice form. If no program is chosen, the default is bilingual. The letters are then filed in a locked cabinet. Again, all entitlement letters are sent to the families in their native languages and a copy placed on file.

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).

Once an ELL is identified and tested with the NYSITELL exam, parents receive entitlement letters and are invited to a Parent Orientation meeting. During the parent orientation meeting, parents are informed of the possibility to opt their child out of the ENL program within 45 days of enrollment. If a parent age 18+ appeals the process a letter is written and sent to the superintendent by the Principal, Eric Havlik.

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

The structures that are in place at our school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Free standing ESL) are clearly presented at Parent orientations with the assistance of translators. These orientations are given within the first ten days of school with interpreters. Letters are sent home in the families native language to inform them of locations and present the information outlining the three different types of programs offered. Parent orientations are conducted by bilingual/ESL coordinators or bilingual/ESL teachers, with the support of the school administration and the assistance of ELL specialists or parent coordinators. If a parent can not attend the orientation, the ELL teacher will either schedule a one to one conference or phone conference to explain the three programs and determine what the parents want.

The orientation follows an agenda that outlines all the program choices and specifically lets the parents know that their child has a right to placement in a bilingual program. ELL educational services are guided by Part 154 of the Regulations of the New York State Commissioner of Education (CR Part 154). CR Part 154 provides the basic requirements and procedures for ELL education. For instance, CR Part 154, as amended by the ASPIRA Consent Decree, requires that schools form bilingual education classes in grades K-8 when there are 15 or more ELLs of the same language in two contiguous grades. If there are not enough students to form a bilingual program, parents have the option of transferring their child to another school that has a bilingual program in the district; and if they choose not to transfer their child, they will remain at the school and receive ESL instruction. Failure to return the Parent Survey/Program Selection Form within the designated time will be considered a selection for the Transitional Bilingual Education program option. Before defaulting to bi-lingual, we have staff and translators call the parents within the first ten days to ensure that this is what the parents wanted. Parents are informed that their selection is for one school year. Program selection is for one school year.

At each orientation a video is presented for ELL Parents (Updated native language versions of the video are available to meet parents' language needs. If there is not a version of the video in the language needed at your school, parents may view the English video with an interpreter). The three choices are explained in the video and then there is an opportunity to ask questions about available bilingual/ESL services and program models. All information is inputted in the ELPC screen in ATS as per the parent's choice.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

Students bring form back to school. If a form is not returned the teacher calls the Parent to ensure that it is returned. If a TBE/DL program were to become available the school would outreach to parents by setting up a parent meeting.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. Forms are translated into the home language or preferred language. The ESL instructor meets with every new parent to ensure that the forms are filled out correctly. If the ESL instructor cannot meet, she calls them. The ESL instructor stores all the forms.
9. Describe how your school ensures that placement parent notification letters are distributed. Teachers distribute letters in the preferred language to parents.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). ESL instructor keeps a file for each student on file with the HLIS, non-entitlement, entitlement and all applicable letters.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

Every year the New York State English as a Second Language Achievement Test (NYSESLAT) is given to all students who have not tested Proficient. The NYSESLAT is divided into four modalities: Speaking, listening, reading and writing and given in bands by various grades. Now the kindergarteners have their own exam, and bands are given to grades one and two, three and four and five and six. The ESL teacher with the help of the testing coordinator designs a schedule and informs the parents in their home language when the exam will be given and how to prepare for it. A licensed pedagugage, other than the student's ESL teacher assess the speaking portion of the exam, in a one to one basis and records the information on scoring sheets. The other portions of the exam

(listening, reading and writing) are given by a group of selected teachers and the students are tested according to their specific band. Cd players are provided to assist in the listening portion. If a child is absent on the days of the exam, the ESL teacher will provide a make-up exam. ATS reports are used to determine NYSESLAT eligibility.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
Letters are distributed in the home language of the parent/guardian.
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).

Parents tend to request the Freestanding ENL program, which is the only program at the school. If we receive 15 or more ELL students in grades K-5 in the same language in 1-2 continuous grades we will open a bilingual program. Because the trends show a demand for freestanding ESL, no changes have been made.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
  - a. Freestanding ENL program.
    1. a. The organizational models that PS 154 uses to deliver ESL instruction are exclusively a pull-out models based on teacher collaboration and differentiated instructions.
    - b. The program models used at PS 154 vary across proficiency levels. This ESL program provides students with an ESL instruction in literacy that serve to enrich the materials and information presented in their mainstream classrooms. PS 154 uses a Free-standing English as a Second Language Program. The main goal of this program is to assist the students in achieving English Language proficiency within three years. The ESL classes are grouped primarily by English language proficiency level (i.e. beginner, intermediate, advanced), as determined by students' scores on the NYSITELL\NYSESLAT exams. The students' grades, learning styles, and needs are also taken into consideration when forming groups. Group times are based on mandated hours. Advanced students receive 180 hours of intruction weekly, and beginner and advanced receive 360 minutes weekly. Students are placed in groups with a licensed ESL teacher.
  - 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)?
    2. The organization of our staff ensures that the mandated number of instructional minutes is provided according to proficiency levels. At PS 154 we have one ESL teacher who provides all instruction to our ESL students. The teacher works in conjunction with a liasion from the network to create a program based on the instruction needs of the students. Beginner and Intermediate students are combined to ensure they receive the 360 minutes of mandated services weekly. Our advanced students receive 180 minutes weekly. This can be provided in a combination of push-in and pull- out programs.
  - a. Explicit ESL, ELA, and NLA minutes are delivered as per CR Part 154.  
Students receive their mandated instruction during ELA, in a combination of their reading and writing blocks. The ESL instructor works in conjunction with the classroom teacher to differentiate the materials and methodologies and ensure that the literacy block is received. The ESL teacher at PS 154 is only there 3 days a week, so additional instruction is offered during morning AIS programs as well.

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.

3. The ESL teacher works with the classroom teachers to deliver content area instruction in each program model. We currently only offer a Free Standing ESL program and the majority of our instruction is offered in English only. We do have a Spanish Speaking SETTS provider, who is able to offer some instruction in Spanish to meet the needs of our Hispanic community here at PS 154. In addition, we have one full time staff member and one student teacher who speak Mandarin that are available for to assist in translations for our growing Chinese community. The instructional materials used to support the learning of ELLs vary depending on grade and level. With more advanced ELLs, we mostly use the same classroom materials as the mainstream class. The ESL room contains additional instructional materials, including a large leveled library. Beginning ELLs use lower level books and guided reading for vocabulary development. Beginners also participate in games and small group activities that help with such skills as initial and ending sounds, rhyming words, and other phonics skills.

The Common Core Standards are addressed as follows: ELA CCLS for ELL's, Mathematics CCLS for ELL's, Science CCLS for ELL's. The ESL instructor pushes in to the content area and scaffolds instruction to meet all levels of instructions. This includes reading material appropriate for the level of the ELL. Small group work using graphic organizers to scaffold instruction. Creating a word wall folder with new content related vocabulary. Differentiating instruction to tactile, kinesthetic, musical intelligences: for example songwriting, clapping out syllables or back leading challenging words, creating storyboards or sentence strips that the students need to put in order (tactile), acting out a specific scenario to show vs. tell during descriptive writing, teaching students to make inferences in reading through questions and annotation procedures.

The Balanced Literacy Workshop Model is used as a guide in ESL instruction, in addition to other content instruction throughout the school. The program is modified to serve the needs of specific ELL students based on their LAB-R results and other assessments. The following is a summary of the methods used in ESL instruction:

We provide large quantities of comprehensible input: visual aids, concrete objects, contextual clues, and gestures

We emphasize communication skills wherein the new language is used in meaningful context

We incorporate engaging and relevant topics to encourage communication

We communicate using gestures, graphics, and pantomime when appropriate

We use Total Physical Response (TPR) wherein the child acts out the language being acquired

We use technology such as computers and audio-visual equipment to aid in instruction

We integrate ESL methodologies within content area themes as well as ELA

The ESL teacher works in conjunction with the mainstream classes to ensure that teacher's differentiate instruction based on a child's level. Bilingual dictionaries are made available if necessary.

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

4. Currently ELLs at PS 154 are only evaluated in English, with the exception of the Spanish LAB-R offered to students who do not pass the NYSITELL. If a student has special needs, and are considered dominant in another language than English, they are evaluated in their native language.

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

5. The ESL teacher consistently evaluates the ELL student in their four modalities (speaking, reading, writing and listening) of English acquisition throughout the year. This is done throughout the year in written assessment, one-to-one conferences, and informal observations as well as being embedded into the instruction throughout the year. Students are evaluated with the NYSITELL exam at the beginning of the year and the NYSESLAT exam at the end of the year.

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

a. SIFE

b. Newcomer

c. Developing

d. Long Term

e. Former ELLs up to two years after exiting ELL status

6. Differentiated instruction is the core for ELL learners. We incorporate it in our different subgroups.

All programs for ELLs must be aligned to the Common Core Learning Standards. In other words, programs must use a balanced approach to literacy, including high-quality instructional practices that facilitate academic excellence for ELLs. Also, ELL materials used within ELL programs must be age- and grade-appropriate supporting ELLs in meeting the CCLS. ELLs in the advanced level of English proficiency also receive ELA instruction.

a. Our plan for our SIFE students if they arrive will be created to meet their specific needs and give additional assistance. Currently we do not have any SIFE students at PS 154.

b. For our newcomers when they arrive they are immediately receive an informal orientation. They have access to a special listening center with user friendly materials as well as are given "language buddies" to help them in their initial stages of

language development.

b. Our plan for students who receive service for 4 to 6 years looks more deeply into their needs based on the NYSESLAT assessments. These students receive their mandated instruction and also participate in the AIS programs after school to specifically target the areas of need.

c. We currently do not have any long-term ELLs at PS 154. If we do we will analyze their assessments and create additional enrichment.

d. As an elementary school we do not have any students that fall into the category of Ling-term ELLs that have completed 6+ years.

e. Currently our plan for former ELLs (in years 1 and 2 after testing proficient) are to allow extra time and separate location for all standardized testing. The ESL teacher pushes-in to the classroom and scaffolds instruction.

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

The ESL instructor communicates with the classroom instructor to ensure that there is not gaps in knowledge. In doing so, the ESL instructor checks classroom work and performs periodic assessments. The LPT team evaluates the students being re-identified every 6-12 months to ensure there is academic progress.

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?

7. Some instructional strategies and grade-level materials that teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development are the increased use of technology in the classrooms. Teachers use a variety of smart boards, lap tops and listening centers to help increase the visual and listening dimension essential to language development. In addition, PS 154 recognizes that ELLs require specialized materials. The ESL teacher uses books that are rich in content to promote language and conceptual development, and they are made accessible through the pictures or the print so that students at all levels can benefit. The ESL teacher uses large visuals, graphic organizers, and other materials essential to making content comprehensible. To ensure the effectiveness of ESL instructional delivery, the ESL teacher administers periodic assessments in which the students' products are compared with the standards. This information is also shared with the classroom teachers in an effort to create a support team for effectively meeting the needs of ELLs.

The instructional materials used to support the learning of ELLs vary depending on grade and level. With the more advanced ELLs, we mostly use the same classroom materials as the mainstream classes and supplement with graphic organizers and varied literature. Beginning ELLs use lower level books and various programs to increase language development. Numerous language games, visuals, music and computer programs are used to focus on beginning and ending sounds, rhyming words and basic phonic skills.

The school ensure that ELL-SWD's receive all services mandated on their IEP's by communicating with the SETT's director Irene Vasquez. The LPT team meets to ensure all ELL's with bilingual IEP mandates are receiving the appropriate program choice. If it is not offered at our school they are recommended to transfer.

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?

8. PS 154 uses curricular, instructional and scheduling flexibility to enable diverse ELL-SWD to achieve their IEP goals and attain English proficiency within the least restrictive environment by placing studeing in the same classes. Furthermore, to maximize the time spent with non-disabled peers. The ESL teacher, classroom teacher and IEP teachers all work together to create the most conducive learning environment for the children based on their individual needs. We ensure that teachers of students with an IEP are familiar with students' particular needs and all services are provided accordingly to the IEP mandates. There is a collaboration between the ESL teacher and IEP contact person.

There is constant monitoring newcomer for possible special needs status throughout the year.

The goal of the ESL program at P.S. 154 is to scaffold mainstream instruction to aid in the English language development of ELLs. We focus on improving the accessibility of content through graphic organizers, visuals, hands-on activities, and the development of general and academic language. We believe that a combination of push-in/pull-out, designed to meet the English proficiency, grade level, and individualized needs of students, allows for a more cohesive learning process in which mainstream classroom content creates the base of all additional ESL instruction and students can miss as little as possible of their mainstream coursework.

In addition to the mandated hours already specified for our ELLs via the ELL push-in pull-out program, PS 154 also provides intervention services to all ELLs. We have designated a lower and upper grade Intervention Team to address the individual

Chart

needs of our ELL population. They receive these additional services during the school day, three times a week.

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

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

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

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



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

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

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

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

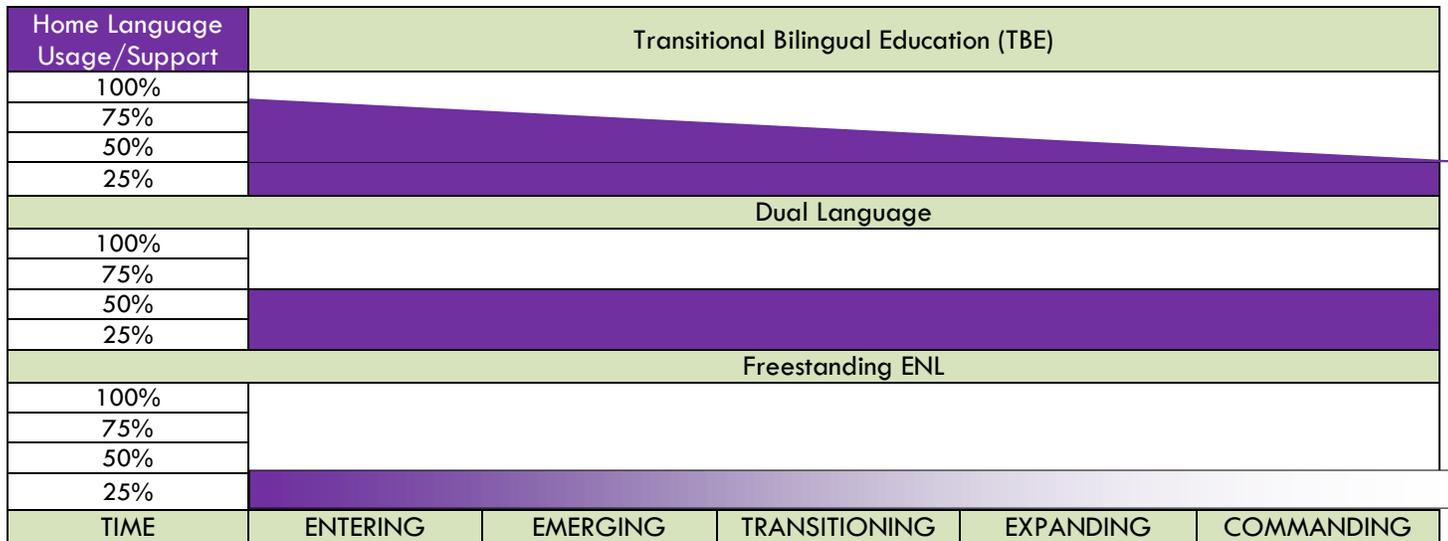


\*Note: “other approved services” does not apply to New York City at this time.

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.
9. The targeted intervention programs for ELLs in ELA, math, Social studies, Science and other content areas are for all our ELL students in grades 1-5. All are aligned with the classroom teacher and the curriculum and specific work is done for all levels in the after school extended day program. There is also a SETTS intervention teacher who works with our students with IEPs to perform direct, differentiated instruction to our intermediate ELLs. When necessary material is translated into Spanish or Mandarin.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
10. Our current program is meeting the needs of our ELLs in both content and language as seen in the results from the NYSESLAT examination. All our students continued to go up in proficiency level, with 1/4 of our students passing the exam last year. All of our students score high in speaking showing that language acquisition is being reached. We review the data 3 times per year. ENL PD is given to staff 2 per year to ensure instructors are informed of their role as a teacher of ELL's.
12. What new programs or improvements will be considered for the upcoming school year?
- Paste response to question here:
13. What programs/services for ELLs will be discontinued and why?
- Last year we were able to have an additional part time ESL instructor to work with the newcomers to PS 154, due to funding that position was cut.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All of our ELL students are invited to attend morning AIS, after school which offers enrichment in both math and literacy. They are currently grouped with children in their grades with similar academic needs. Some days they will be working with the ELL teacher to focus on specific areas of literacy with a language focus, one day a week. There are after school ESL clubs throughout the year. ELL's and ELL parents are encourage to attend workshops at the local library.
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.
- Instructional materials, including technology are used to support ELLs in the classroom and the content area include: smart boards, lap tops, ipads, listening devices in mainstream classes. Students are also provided with dual language dictionaries and glossaries to assist in language acquisition.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
- Currently, we use English as the medium for classroom instruction and in our Free Standing ESL program. Native Language is used with the SETTS teacher and Mandarin speaking teachers during specific moments when working with intervention of students.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
- The required service support and resources correspond to ELLs ages and grades as they are grouped by ages in their small group. Materials are made available to correspond with each level of instruction.
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).
- We have created materials that are given to the newcomer student and teachers that have translations and pictures to address students needs. In addition, we have created a system where newcomers are paired with ESL buddies to help acclimate them to the surroundings and offer basic tutorials as well. We are currently working to recruit parent volunteers to work with the influx of newcomers with literacy.
19. What language electives are offered to ELLs?
- N/A
20. For schools with dual language programs:
- 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.
  - In which language(s) is each core content area taught?
  - How is each language separated for instruction?
  - 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. In addition to the scheduled professional development for our ESL staff and classroom teachers through the Office of English Language Learners, we are developing ways to incorporate more training for other professionals. Our ESL teacher gives meetings throughout the year to all staff to disseminate information obtained at trainings to the staff. We are hoping to have our administration and schools secretaries participate in future meetings focused on ELLs. We have organized to have professional development offered in house so that our entire staff can participate. This included, our assistant principal, paraprofessionals, guidance counselors, special education teachers, psychologist, Occupational therapist, speech therapists, secretaries and parent coordinators. December 16<sup>th</sup>, 2015 - Writing Effective Language Objectives for ELL's of All Proficiency levels (K-12) PD. There is content-related PD every Monday from 3 p.m.-4 p.m. at PS 154.
  
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?
  2. As teachers engage in the Common Core Learning Standards they will receive training from the district to help assist them in this transition. The schools provide on-site PDs as well as the ESL teacher turn keying information presented in specific training sessions. She will meet monthly with someone from the district to bring forth relevant information to bring to the school.
  
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
  - . Transitioning from elementary to middle school can be a challenging time. ELLs and their families work with our guidance counselor to determine the best choices for their students. Orientations are given with interpreters. Translators are provided to assist with filling out necessary paper work. Workshops are offered throughout the year to discuss problems of adjustment, academics as well as services and options available in their new schools. The ESL teacher meets with the teacher's of students who are transitioning to mainstream classes. They provide materials and methodologies that will assist the students in their transitions.
  
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.
  - 4.. Our staff members attend numerous conferences and professional development that address the needs of ELLs and/or other special need children in their classrooms. Our ESL teacher provides professional development (7.5 hours) to the staff to inform them of the needs and requirements for the ELL population. These workshops are given mainly in the beginning of the year, with follow-up meetings throughout. Records are maintained for these workshops.

## 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?

### PARENTAL INVOLVEMENT

1. PS 154 has an involved parent community. Each year in addition to the required orientations, we invite the parents of all the ELL parents to discuss the specific needs of their children as well as offer advice to newcomer parents. We evaluate the needs of the parents via a survey that is sent to them annually. In addition, the parent coordinator holds specific conference hours with a translator available to further answer and specific questions and/or concerns of the parents. We use the results of the survey to implement programs and workshops for our community.

In addition to parent orientations, PS 39 also offers a number of events throughout the year to involve parents/caregivers in their children's education, and all parents are encouraged to attend. In order to involve parents of ELLs in the school community, many parent events and services are designed specifically to address issues related to ELLs. All parent events are organized principally by the parent coordinator, in collaboration with the ESL instructor and mainstream classroom teachers. A translator is available at any of these events when necessary to assist parents who do not understand English. The following is a list of the events and services offered to parents at PS 154 during the 2013-2014 school year:

- Family Celebrations: Throughout the year, parents come to the school to take part in community celebrations, including holiday luncheons, international festivals and cultural days. At these events, the school and community can come together to recognize student achievements in arts and academics.

Winter and Spring Carnivals

Movie nights

Student chess tournaments

Everyday Math training (workshop for parents on math curriculum)

Parent handbook (available in Spanish)

Monthly school-wide newsletter

Monthly newsletter by grade level

Curriculum explanations for ESL parents

- Afterschool: Our Parent Coordinator conducts various workshops throughout the school year to help the ELL community. Curriculum Orientation Night is one of the most important events offered to all PS 154 parents at the beginning of the school year. During this event, the staff explains to parents/caregivers the instructional programs that will be covered during the course of the year for each grade level, and they offer advice on students' homework and other academic expectations for the school year. Parents of ELLs attend this Curriculum Orientation Night along with parents of native English-speaking students. In addition to Curriculum Orientation, parents of ELLs at PS 154 are also offered an ESL Parent Orientation meeting at the beginning of each school year. During this orientation the ESL instructor shows an informational video provided by the NYC Dept. of Education, informs parents/caregivers of their program options, describes the ESL curriculum at PS 154, and addresses any questions/and or concerns. We will be having meetings in the spring to help prepare the parents for the NYSESLAT exam.

2. PS 154 partners with a number of local agencies and Community Based Organizations to provide workshops and services to our ELL parents. We are currently looking into additional organizations that can assist in English instruction and cultural adjustments for our parents. PS 39 offers a variety of workshops and services for our ELL parents. Our parent coordinator spearheads the workshops and either personally translates materials or provides information in their Native Languages. The following are some of the workshops we offer. Nutrition workshop, Pediatric dental care workshop, Emergency medical care workshop, Alphabet Soup (reading strategies workshop), Writing process workshop. Workshops on state testing and promotional policy, Asthma awareness workshops, Learning Leaders training (training for parents to work with small groups of children), Everyday Math training (workshop for parents on math curriculum) Curriculum explanations for ESL parents, ESL parent workshop on helping your child at home ESL parent workshop on summer homework exercises and ESL parent workshop on technology.

In order to support learning and foster community involvement, we use a portion of our funding to create supplementary programs for ELLs and their families. These include:

- Family Celebrations: Throughout the year, parents come to the school to take part in community celebrations, including holiday luncheons, international festivals and cultural days. At these events, the school and community can come together to recognize

student achievements in arts and academics.

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3. We evaluate the needs of our parents based on parent surveys in their native languages. In addition, Our parent coordinator holds meetings throughout the year to discuss the needs of our students. Specifically, she attends the ESL Orientation and hands out a survey to compile information that we can use to assist our students and their families. The Parent Coordinator surveys the parents and plans workshops according to their responses. In addition, the ESL teacher meets with the parents of ELLs to come up with specific strategies to better work with the ELLs in the community.

4. We support the parents by providing translation services during the parent orientation meeting and parent teacher conferences. Also by utilizing the translation and interpretation unit. ( the phone translation system). Our website has a feature that allows all information to be translated easily into 20 different languages to better assist the families at home. Our Parent Coordinator is available to help serve as a liaison with our parent community and is currently working closely with a group of volunteer parents to help specifically with the needs of our newcoming Arab speaking community.

2. PS 154 offers a variety of workshops and services for our ELL parents. Our parent coordinator spearheads the workshops and either personally translates materials or provides information in their Native Languages. The following are some of the workshops we offer. Nutrition workshop, Pediatric dental care workshop, Emergency medical care workshop, Alphabet Soup (reading strategies workshop), Writing process workshop. Workshops on state testing and promotional policy, Asthma awareness workshops, Learning Leaders training (training for parents to work with small groups of children), GoMath training (workshop for parents on math curriculum) Curriculum explanations for ESL parents, ESL parent workshop on helping your child at home ESL parent workshop on summer homework exercises and ESL parent workshop on technology.

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3. We evaluate the needs of our parents based on parent surveys in their native languages. In addition, Our parent coordinator holds meetings throughout the year to discuss the needs of our students. Specifically, she attends the ESL Orientation and hands out a survey to compile information that we can use to assist our students and their families. She is bi-lingual and able to translate the information as well.

The Parent Coordinator surveys the parents and plans workshops according to their responses. In addition, the ESL teacher meets with the parents of ELLs to come up with specific strategies to better work with the ELLs in the community.

4. We support the parents by providing translation services during the parent orientation meeting and parent teacher conferences. Also by utilizing the translation and interpretation unit. ( the phone translation system) when necessary.

- 
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.  
see above
  3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.  
see above
  4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?  
see above
  5. How do you evaluate the needs of the parents?  
see above
  6. How do your parental involvement activities address the needs of the parents?  
see above

#### **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.

Last year with the addition of the afterschool program for our ELL, we had an increase in students passing the NYSESLAT exam. Our school has also recently had the addition of a 40% increase in English Language Learners due to the overflow of students from PS 94 in now our first and second grade classes. These students arrived at our school last year, six weeks into the term and the majority of them speaking no English nor attending any Pre-K, or kindergarten classes, making their transition into our academically rigorous school a challenging one. The teacher that was hired (f-status part time) to work with these students is no longer here, and it has created a shift in our school environment. The need for additional translators, paras, and more importantly ESL instruction is a great challenge to our school. We are working directly with someone from the network to discuss strategies, however, additional support is needed to create the proper environment where ESL students not only get what is needed to maintain status quo, but the support needed to go beyond it.



**School Name: P** **School DBN: 15K154**

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)
Eric Havlik	Principal		10/31/15
Michael Buckley	Assistant Principal		10/31/15
Debby Wattenbarger	Parent Coordinator		10/31/15
Juliette Salas	ENL/Bilingual Teacher		10/31/15
Abby Polanca	Parent		10/31/15
Laura Varriale	Teacher/Subject Area		10/31/15
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Kimley Desir	School Counselor		10/31/15
Anita Skop	Superintendent		10/31/15
Steven Stroull	Borough Field Support Center Staff Member		10/31/15
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

*Requirement under Chancellor's Regulations – for all schools*

DBN: School Name: **The Windsor Terrace School**  
Superintendent: **Anita Skop**

### Before you begin, please check the following:

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

All parents/guardians of newly enrolled students fill out a Home Language Survey when enrolling their child. This form is maintained as part of the student's record. If the parent/guardian indicates on the HLIS that they would like to receive information from the school in their home language, forms being sent home are translated either in written form or orally to the parent/guardian. Information from teachers is translated to parents by staff members who speak the home language. There are currently 32 ELLs at P.S.154. The DOE Translation and Interpretation Unit will be utilized if a parent/guardian should request services that we are unable to provide. This was indicated on the HLIS as well as confirmed orally by a pedagogue who speaks the parents' home language. During parent orientation, the parents provide requests for language preference and they document their language preference on the emergency contact cards. Parent surveys are distributed in Bengali, the language requested, as well as English which has been requested by the parents. The ATS Report of Preferred Languages is updated regularly in order to maintain accurate information on parent language choices ( RAPO ATS Report). Parent Blue Cards are also updated regularly to keep parent language choices current. Parent surveys are given out by the parent coordinator in order to maintain accurate data on parent language choices. Teachers also send home surveys by backpack or during parent conferences in order to collect parent data by class/grade. A report is generated using a variety of data sets in order to regularly update the languages that parents speak by class and/or grade.

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.

Approximately ninety-five percent of the school's population reports English as the primary language. The remaining three percent speak Spanish, Mandarin, Russian, Urdu and German. The school's demographic is made available on the school's official DOE website and is periodically reported in our school's newsletter. Teachers whose parents have elected to receive information in their home language have had this information communicated to them by the ENL teacher/coordinator. All language needs are met through the utilization of the DOE Translation and Interpretation Unit.

## **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.)

Documents which are distributed to parents/guardians and require translations are: annual handbooks, parent-teacher conference announcements, ELL parent orientation information letters, NYSESLAT testing notification and calendar, other NYS testing dates, curriculum overview, ELL entitlement and non-entitlement letters, as well as letters from the school leadership. Curriculum information is sent at the beginning of the school year. Testing dates and calendars are provided as soon as they become available in order to allow parent/guardians to prepare themselves as well as their children for upcoming events. Parent's Bill of Rights are distributed as they become available to the school. School announcements, after school program information, general overview of student curriculum and letters from school leadership is translated in order to keep all parents aware and engaged on all school matters.

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.

P.S. 154 holds three parent conferences throughout the school year. The first, in September, introduces parents to their children's new grade and provides curriculum information. The next two, held in November and May, are focused on student progress and grades. The ENL teacher holds a parent orientation for any newly enrolled ELL parent/guradian as well as separate meetings for individual ELL parent/guardians throughout the year. Teachers communicate with parents throughout the year in order to address questions/concerns ad well as any possible issues in or outside of the classroom. If necessary, the guidance counselor will also be present during such meetings. In addition to these meetings, a designated one to one parent conference will take place annually in order to provide updates on student progress as mandated by CR Part 154.

## 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.

If a parent indicates on the HLIS or communicates to a staff member that they would like to receive any forms from the school in their home language, P.S. 154 is sure to meet these needs. The school will provide translation through the Department of Education for documents that relate specifically to the Chancellor's Regulation. The translation of the documents will be completed by the Translation and Interpretation Unit. A current roster of bilingual staff is maintained and updated regularly. A designated staff member will obtain documents and contact the Translation and Interpretation Unit to provide timely written translation services for designated parents. The services will be documented to ensure timely provision of translated documents to parents.

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.

If a parent who has requested translation services visits or calls the school, a teacher who is proficient in the home language will be made available to translate between school staff and the parent. If a staff member who speak the parent's home language is not available, the DOE Translation and Interpretation Unit will be contacted and asked to take part in the meeting via telephone. There are currently school staff members that are proficient in Spanish and Mandarin and are able to support translation and interpretation services for the parents. A current roster is maintained and regularly updated in order to access bilingual staff that can be called upon to provide interpretation services for parents.

## 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.)

The Language Access Coordinator (LAC) has created articulation sheets informing teachers about the Translation and Interpretation Unit's services. Staff has been made aware of the LAC's role in the coordination of parent language needs and has been notified to contact the LAC and document the language needs of parents regularly, should any such needs occur. Staff members are provided with information on the use of translation services and over the phone interpretation services at faculty conferences twice a year. The Translation and Interpretation Language ID Guide and Language Palm Card are distributed at these sessions. These professional development sessions exclusively target translation and interpretation services for parents of English Language Learners. All teachers and school staff members are given copies of the "I Speak...." card which includes the phone number for over-the-phone interpretation.

## 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

P.S. 154 has a multilingual welcome poster hanging in the main entrance to the school building so that everyone that enters the building is aware of language assistance services. Language I.D. guides are kept in at the security office as well as the main office. Information for parents on the N.Y.C.D.O. E.'s translation and interpretation services are available in 10 languages, and is kept at the security desk and main office. Parents' Bill of Rights are sent to the school in a variety of languages and they are distributed upon arrival to all parents who have indicated a preferred language other than English. Here at P. S. 154 the school staff are aware of language assistance services provided by the school by using data (ATS Reports, Blue Cards and Surveys), updated roster of bilingual staff and The Translation and Interpretation Unit Services.

## 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)

Parent surveys are distributed at the beginning of the year which gather feedback from parents on the quality and availability of services. The ENL teacher also meets individually with all parents/guardians of ELLs and can then also ascertain the needs and concerns that they may have. After such meetings, the ENL teacher confers with the parent coordinator and/or the classroom teachers in order to discuss the needs of the parents/guardians and students. In order to gather feedback from parents, we are creating a focus group of multilingual and multicultural parents to discuss their needs and the needs of their children. We can obtain information to inform our practices in order to improve the quality and availability of services we provide to parents and students.