



**2015-16**  
**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(SCEP)**

<b>DBN: (i.e. 01M001):</b>	<b>23K156</b>
<b>School Name:</b>	<b>P.S. 156 WAVERLY</b>
<b>Principal:</b>	<b>BEVERLY LOGAN</b>

## School Comprehensive Educational Plan (SCEP) Outline

**Section 1: School Information Page**

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

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

**Section 4: SCEP 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: Waverly School of the Arts School Number (DBN): 23K156  
Grades Served: Pre K-5  
School Address: 104 Sutter Avenue Brooklyn, NY 11212  
Phone Number: 718 498-2811 Fax: 718 346-2804  
School Contact Person: Beverly Logan Email Address: Blogan2@schollos.nyc.gov  
Principal: Beverly Logan  
UFT Chapter Leader: Grace Small  
Parents' Association President: Debra Gray  
SLT Chairperson: Tracy Bean-Haye  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Rhonda Phillips  
Student Representative(s):

**District Information**

District: 23 Superintendent: Mauricere de Govia  
Superintendent's Office Address: 1665 St. Marks Avenue Brooklyn, NY  
Superintendent's Email Address: Mdegovi@schools.nyc.gov  
Phone Number: 718 240-3677 Fax: 718 385-3768

**Borough Field Support Center (BFSC)**

BFSC: Brooklyn Director: Bernadette Fitzgerald  
Director's Office Address: 131 Livingston St Brooklyn, NY 11201  
Director's Email Address: BFitzge2@schools.nyc.gov  
Phone Number: 718 935-3954 Fax: 718 935-2382

## 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 School Comprehensive Educational Plan (SCEP) 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)
Beverly Logan	*Principal or Designee	
Grace Small	*UFT Chapter Leader or Designee	
Debra Gray	*PA/PTA President or Designated Co-President	
Deatrice Griffin	DC 37 Representative (staff), if applicable	
Rhonda Phillips	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	
Tracey Bean-Haye	Member/Teacher	
Catherine Vail	Member/Teacher	
Ms. Blair	Member/ Parent	
Ms. Durrant	Member/ Parent	
Ms. Hopgood	Member/Parent	
Ms. Gray	Member/Parent	

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

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

The School Comprehensive Educational Plan (SCEP) 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 SCEP 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 SCEP 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 School Comprehensive Educational Plan (SCEP) 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 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.

#### **The Six Elements of the Framework for Great Schools**

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

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

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

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

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

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

## **Accountability Tools 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 informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### **NYSED's Six DTSDE Tenets**

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement

### **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 SCEP 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:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** 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 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** 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: SCEP 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 156K, the Waverly School of the Arts, is a Pre K-5 school located in Brownsville, Brooklyn. We currently have 774 students, 18% of whom are students with disabilities (SWDs), 3.5% of who are English Language Learners (ELLs). We share our school building with I.S. 392, housed on the fourth floor. Waverly School of the Arts prides itself on addressing the whole child in a nurturing, safe environment - which is our school mission. We provide such arts experiences like ceramics, photography, dance, African drumming (and others) for our students. We have recently been named a Community Learning School under the United Federation of Teachers and we won the AIDP grant through the Department of Education. We decided that the CBO partner during the AIDP grant period will be United Federation of Teachers. We have a 21st Century grant that is in its second year of three years. Our community partnerships include CBOs such as Community Works, OPUS, and Creative Connections. Brooklyn Community Services, through our DYCD grant, provides an after- school program for our students.

One challenge that we face is large class sizes. District 23 recently became an open enrollment district and our school is an open-access school. We also face a challenge when trying to recruit teachers. Due to the demographics of the community and the social-emotional profile of many of our students, we continue to face the need to sustain the stamina and well-being of our teachers to enable them to provide sustained support of the students' social and emotional health.

Last year we made growth in tenets 2 and 6. We have strengthened our communication with parents

through the implementation of our website and other social media and engaging parents in more workshops. In tenet 2, growth was demonstrated by the progress made by our SWDs and the doubling of the number of students who achieved Level 4 on NYS exams.

**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. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

**Part 1 – Needs Assessment**

<b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</b>		
<ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 3 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	E
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	E
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	E
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	D
<b>Part 1b. Needs/Areas for Improvement:</b>		
<ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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>		
Our need according to our Quality Review : Strengthen teacher pedagogical around enhancing student’s ability to self-assess in a way that challenges them to ask questions and engage higher levels of peer discourse which will further promote metacognition. Our strengths: The principal has established a culture of mutual acceptance and positive attitudes through an abundant opportunities focused on the academic and socio-emotional needs of students. The principal has established a culture of transparency and effectively involves and communicates with the school community regarding school improvement plans, and decision-making processes.		

**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 1b, 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.
By June 2016, 85 % of our students will show at least a 2 level increase in their Fountas and Pinnell running record levels.

**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 Rigorous Instruction and the Common Core in order to support their children at home.</b></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? (include school, educational consultants and/or CBO staff)</i></p>
<p>Introducing the teaching staff to Teachers’ College Writing Project</p>	<p>Grades K-5</p>	<p>September, 2015-June , 2016</p>	<p>Teacher Center Specialist, Team leaders, and select teachers per grade.</p> <p>Supervised by Administration</p>
<p>Integration experiences from both literary and informational texts and applying science and social</p>	<p>3-5</p>	<p>September-June 2016</p>	<p>All classroom teachers</p> <p>Supervised by Administration</p>

studies skills to tasks and discussions which will produce rubric aligned work products			
Provide professional development for teachers in planning with the use of the DOK wheel to provide more rigorous questioning.	PreK-5	September, October	All teachers, provided by Cite Supervised by Administration
Provide professional development in the area of Assessment within the Danielson Framework.	PreK-5	November	All teachers
Provide professional development for teachers around the infusion of the CCLS, ELA and Math Shifts within their planning	PreK-5	November-January	All Teachers; Provided by Cite, supervised by Assistant Principal
Provide parent workshops specific to the topics of buiding literacy in the home, what does my child's reading level mean to me, and ccls math workshops	PreK-5	October-March	Parents, Provided by Cite and Learning Leaders, supervised by Principal

**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.											
Teachers’ College, CITE, Teacher Center, Model Teachers, professional development Mondays, grade meetings afterschool inquiry teams											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside	X	21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		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.
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We will compare F and P levels in January to determine at least 85% of students moved at least 1 level in their reading levels.

**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. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 5 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	E
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	E
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	E
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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>		
<ul style="list-style-type: none"> <li>The principal has established a culture of mutual acceptance and positive attitudes through an abundant of opportunities focused on the academic and socio-emotional needs of students. An area of need to be strengthened is providing teachers with the necessary tools to de-escalate crisis as well as more soci-emotional support for students.</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 –Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, 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>
<p>By June, 2016 classroom incidents will decrease 5% from the previous year as evidenced from OORs reports.</p>

**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 and the Common Core in order to support their children at home.</b></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? (include school, educational consultants and/or CBO staff)</i></p>
<p>Professional development offered by Institution of Understanding behavior which will train every staff member in Therapeutic Crisis Intervention</p>	<p>All staff</p>	<p>September-June 2016</p>	<p>Dean, guidance counselor, Discipline committee, United Federation of Teachers(CBO)</p>
<p>Additional social worker and interns to provide counseling for students in need</p>	<p>Students in crisis, students and families recommended for counseling</p>	<p>September –June 2016</p>	<p>Guidance Counselor, Dean, AP provided by United Federation of Teachers (CBO)</p>

Saturday enrichment programs: Marching band, Steel pan, soccer, building beats, martial arts, visual arts, board games, My On reading program, Ready, Award Reading program, Athletics parent workshops, academic programs, computer based	2,3,4,5 students who score level 1 or 2 or are intensive in Dibels	November-May	Assistant Principal, Principal, team leader, LEAP intern
Parent workshops on parenting, handling children in crisis	All parents	October -May	Resource Coordinator, Parent Coordinator
Implementation of PBIS	Staff and Students	November-June	Staff, Institution of Understanding Behavior, Administration

**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.											
Institution for understanding behavior, Leadership program, Learning Leaders, Cite, Parent Coordinator, Resource Coordinator, teachers, paraprofessionals school aides											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside	X	21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	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.
In collaboration with the Dean and the guidance counselor at our safety meetings, we will monitor how many incidents have occurred so far for the year in classrooms by January 2016 and compare those numbers to last year in January.
<b>Part 5b.</b> 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. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

**Part 1 – Needs Assessment**

<b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</b>		
<ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 4 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	E
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	D
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	E
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	E
<b>Part 1b. Needs/Areas for Improvement:</b>		
<ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (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>		
<ul style="list-style-type: none"> <li>The principal (cabinet) provides authentic feedback to teachers accurately capturing strengths, challenges, and next steps using the Danielson Framework for Teaching which results in feedback that articulates clear expectations for teacher practice, supports teacher development, and aligns with professional goals that are teacher generated and administrative cabinet created. There is a need to develop teacher practice around providing multiple entry points for students in lessons. Additionally, teachers have partnered with CITE. CITE offers a unique opportunity for teachers to partner and share best practices.</li> <li>Strengthen teacher pedagogy around enhancing student’s ability to self-assess in a way that challenges them to ask questions and engage in higher levels of peer discourse which will further promote meta cognition.</li> </ul>		

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, 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.
By June 2016, 85% of the teachers in the school will increase their use of internal and external assessment data to plan for focused small group instruction in ELA and math.

**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>Strategies to promote teacher-parent collaborations to improve student achievement.</b></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? (include school, educational consultants and/or CBO staff)</i></p>
<p>Through the use of teacher teams, grade meetings, and instructional rounds teachers will be given the opportunity to analyze data, group students according to their needs and plan lessons centered on the CCLS and their groups of students' needs.</p>	<p>Teachers</p>	<p>September-June</p>	<p>Principal, Assistant Principals, Team leaders, Teacher Center Specialist, Model Teachers</p>
<p>Professional development in the area of protocols for looking at student work provided by the Assistant Principal</p>	<p>Teachers</p>	<p>November-December</p>	<p>Assistant Principals, Teachers</p>

Staff Study Groups	Teachers and Paraprofessionals	September, January, March	Teacher Center Specialist
Parent workshops informing parents about grade expectations, introducing parents to the website engage NY	Parents	January	Team leaders, Administration

**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.											
Teachers, grade leaders, teacher center specialist, paraprofessionals, Ready program, award reading learning, Myon reading program, Mathletics, Martial Arts, Robotics, legos program professional learning books for study groups											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside	X	21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	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.
Within each program a January 2016, mid-year, benchmark assessment will be administered and teachers will analyze the data in order to adjust to meet student needs
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**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. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 2 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	E
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	E
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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> <p>Strengths: The school leader strategically utilizes resources and makes organizational decisions to address student needs and provide interventions to meet the school's instructional goals and increase student achievement.</p> <p>By becoming a Community Learning School we are embracing family and community involvement in the school.</p> <p>Needs: Develop a process for peers to be involved in cycles of observation that provide constructive and instructive feedback.</p>		

**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 1b, 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>
<p>By June 2016 school leader will build the capacity of teachers and teacher leaders in the building by establishing a structure for teachers to share best practices, leading to 45% of teachers facilitating a professional learning session as demonstrated by professional development agendas.</p>

**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>Strategies to promote parent leadership and engagement as a key lever for school improvement.</b></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? (include school, educational consultants and/or CBO staff)</i></p>
<p>Through their cycles of teacher observations, school leaders will identify best practices to be shared with school community</p>	<p>Teachers</p>	<p>October- May</p>	<p>Assistant Principal, Principal</p>
<p>Leadership Book Club: teachers will be invited to participate in a book study on Leverage of Leadership</p>	<p>Teachers, APs</p>	<p>January-May</p>	<p>Teacher Center Specialist, Principal, Administrative Interns</p>
<p>Teachers will share their best practices with each other at teacher team meetings conducted during the Monday professional learning time</p>	<p>Teachers, Paraprofessionals</p>	<p>November- May</p>	<p>Teacher Center Specialist, Model teachers</p>

Teachers will lead workshops for parents	Families	December-June	Administration
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**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.											
Teachers, Teacher Center Specialist, Assistant Principals, Principal, books, chart paper, markers, per session, Teach Boost, Advance											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside	X	21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	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.											
By March 2016, at least 25 teachers would have turn key best practices to their colleagues and families.											
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

**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. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 6 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	E
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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> <p>The principal has established a culture of transparency and effectively involves and communicates with the school community, including teachers, families, and students, regarding school improvement plans and decision-making processes. The school has a website <a href="http://www.156K.org">www.156K.org</a>; monthly newsletter; Come Read with Me; Tea with the Principal; Tuesday workshops and open access for parents to meet with teachers and monthly calendars. Instructional expectations are provided by administration via meetings, handbooks, and observation feedback. Students are aware of school wide expectations per rubrics and assessments which provide information or next steps for learning. A need that has been identified is to provide an opportunity for a Vertical team which will strengthen communication across grades and not just on grades.</p>		

**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–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, 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>
<p>By June 2016, we will increase our partnerships by 10% which will show a 15% increase in services being provided to the staff, parents and students.</p>

**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>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</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? (include school, educational consultants and/or CBO staff)</b></p>
<p>Strengthen collaboration throughout the school community with the CLS Advisory board</p>	<p>Parents, Teachers, Staff</p>	<p>September-June</p>	<p>Resource Coordinator, Parent Coordinator, Principal</p>
<p>Parent Workshops, i.e., computer, knitting, Zuumba, Journaling, Common Core, math ,literacy, Come Read with Me.</p>	<p>Parents</p>	<p>September- June</p>	<p>Parent Coordinator, Resource Coordinator</p>
<p>Back to School Carnival</p>	<p>Parents, Staff, Students, Community members</p>	<p>September</p>	<p>CLS Advisory board</p>
<p>Conduct workshops within the community i.e. at the</p>	<p>Parents, Community</p>	<p>Dec-June</p>	<p>Resource Coordinator, Leadership, Administration</p>

shelters where our students live			
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**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.											
Teachers, CBOs, students, parents, staff, Leadership program, Cite, Learning Leaders program,											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside	X	21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	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.											
A pre survey will be administered in September at the Curriculum Night and the Back to School Carnival. We will collect evaluations of programs implemented and adjust according to feedback given. Adjustments will be made in March. A post survey will be administered in June. We also see the results of parents feedback on the Learning Environment Survey.											
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

**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 at 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>	Students whose F and P reading levels are below grade level, students who are intensive on Dibels assessment, students who scored level 1 or 2 on the ELA exam	Students will be engaged in literary skills and literature circles. They will also use Award Reading, myON reading program, Great Leaps	Small group	Saturdays, After School, during the school day
<b>Mathematics</b>	Students who scored level 1 or 2 on the Math exam; students who scored really low on BOY math inventory	Students will participate in Math-letics, ST Math, math club	Whole group, small class	During the school day, After school, Saturdays
<b>Science</b>	Students who are recommended by the science teacher	Hands on experiments	Small group	During the school day
<b>Social Studies</b>	Students who showed struggle with non-fiction text on unit exams	Content Reading, Non -fiction text	Small group	After school, Saturdays
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Teacher referrals, anecdotes, staff observations	Counseling, play therapy	Small group	During School, After school

## Section 7: Title I Program Information

### Directions:

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

### Part 1: Title I Status

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

### Part 2: All Title I Schools

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

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

PS. 156 will, wherever possible, recruit teachers who are appropriately certified through the New Teacher Finder, as well as using the Open Market System. We will continue to provide high quality professional development during grade conferences, lunch-and-learns, after-school and on Saturdays. These services will be provided by our Teacher Center Specialist, our master teachers, our staff through inter-visitations, our network's achievement manager and through outside consultants. All professional development will be geared toward meeting the needs of our staff in promoting high quality instruction.

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

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

We will engage in professional learning activities led by our Borough Field Support Office, our Superintendent and her team, Dept. of Education and other agencies in order to learn about how to best implement CCLS. We will participate in such workshops as Lesson plan through both planning the Common Core way, we will have teachers share their best practices with one another. We will also conduct Instructional rounds, inter-visitations both within school and with other schools in our community and outside our community. We will then model and practice in our teacher teams and grade meetings.

### 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/information, early intervention services, etc.).

We provide opportunities for day care facilities/programs to come and tour the school. We provide family workshops for the pre K parents to help their children transition from preschool to Kindergarten.

**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.

Teachers work in their inquiry teams where they analyze student work and students' assessments to determine their needs. they also work collaboratively in their groups to decide what assessments to give students. They then strategize with their colleagues and share their best practices in order to meet their students' needs.

**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 enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) 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	879,040.00	X	8-19
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	181,701	X	8-19
Title II, Part A	Federal	136,273.00	X	8-19
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	4,104,642.00	X	8-19

<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 School Improvement 1003(a):** To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** To 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.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **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, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

**Section 8: 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 SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

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

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**Parent Involvement Policy (PIP)**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[PS 156 Waverly School of the Arts]**, 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. **[PS 156K Waverly School of the Arts]** 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., building literacy in the home workshop, come read with me, 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, Progress 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**

**[PS 156K Waverly School of the Arts]** , 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 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 will 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 learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

**III. Student Responsibilities:**

- attend school regularly and arrive on time;

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

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**  
**2015-16 AND 2016-17 SCHOOL YEAR**

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

**Part I: School ELL Profile**

**A. School Information**

District <b>23</b>	Borough <b>Brooklyn</b>	School Number <b>156</b>
School Name <b>Waverly School of the Arts</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>Beverly Logan</b>	Assistant Principal <b>type here</b>
Coach <b>type here</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>Claudia L. Morales</b>	School Counselor <b>type here</b>
Teacher/Subject Area <b>Oceania Reyes/Testing Coordina</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Carolyn Smith</b>
Related-Service Provider <b>type here</b>	Borough Field Support Center Staff Member <b>type here</b>
Superintendent <b>type here</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	<b>5</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>1</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>1</b>
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	<b>0</b>	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	<b>0</b>	Number of special education teachers with bilingual extensions	<b>2</b>

**D. Student Demographics**

Total number of students in school (excluding pre-K)	<b>754</b>	Total number of ELLs	<b>34</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	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
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### 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>	34	<b>Newcomers</b> (ELLs receiving service 0-3 years)	28	<b>ELL Students with Disabilities</b>	2
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	3	<b>Long-Term</b> (ELLs receiving service 7 or more years)	3

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
<b>DL</b>										0
<b>ENL</b>	28	0	2	3	0	0	3	0		0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 2

## 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	8	4	5	8	3								0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian					1	1								0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other			1	1										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)	4	1	0	1	3	1								0
<b>Emerging</b> (Low Intermediate)	0	2	2	1	2	0								0
<b>Transitioning</b> (High Intermediate)														0
<b>Expanding</b> (Advanced)	2	3	0	3	2	2								0
<b>Commanding</b> (Proficient)														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														0

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
 Early literacy skills are assessed in several ways. We use Fountas & Pinnell Benchmarking, DIBELS, and ECLAS-2 for students that do not benchmark on DIBELS. We also use teacher-created letter recognition and sight word assessments to track progress. The Spanish LAB and informal assessments are often used to determine an ELL's literacy skills in their native language. Fountas & Pinnell running records provide insights about the comprehension and fluency skills our ELLs need to work on. Phonics and reading instruction is guided by the needs discovered through these assessments. Running records allow the classroom and ESL Teachers to form guided reading groups by reading level, and helps to involve the students in their learning progress.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 The broad patterns that are revealed by looking at NYSITELL 2014-2015 data are that our students continue to be more proficient in Listening and Speaking than in Reading and Writing, and NYSESLAT 2013-2014 reveals that most of our eligible and entitled ELLs are at the Intermediate and Advanced levels of proficiency. This contrasts with the Beginning and Intermediate scores that our recent entering students tend to receive. This indicates when our students first arrive at PS 156, their proficiency in English is rather limited. After 1-2 years of ESL services, their scores tend to rise 1-2 levels. This indicates that our ESL program, and the instruction students are receiving in the general education classroom are moving students toward English language proficiency.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
 Our school uses the AMAOs to analyze student growth as well as to guide instruction. The AMAOs help us to analyze patterns within levels and grades. This help us to plan instruction and strategize as to which skills we need to review or reteach. According to the AMAOs our ELL students demonstrate growth, Even if they score at the same level we can see that they have improved because it takes more skills and language proficiency to stay at the same level in a higher grade.
- 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.

c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

a. Since we have a relatively small sample of ELLs in the testing grades, our content area results are somewhat limited. A look at our Math data reveals that in the 3rd grade, three students are at a Level 1, one student is at a Level 2, and two students are at a Level 3. In the 4th grade, seven students are at a Level 1, and one student is at a Level 3. Our focus remains to raise the achievement of the students at Levels 1 and 2 while maintaining the strong performance of students at Levels 3 and 4. Utilizing ESL and explicit learning strategies during Math instruction can help us accomplish this goal. A look at ELA data reveals that in the 3rd grade, two students are at a Level 1, and two students are at a Level 2. However, in the 4th grade, one student is at a Level 1 and three students are at a Level 2. Our focus is to raise the achievement of the students at Levels 1 and 2 while developing their vocabulary and improving writing skills. Utilizing ESL and explicit learning strategies during ELA instruction can help us accomplish this goal. In Science and Math only two students took the Spanish version, therefore we do not have enough data to formulate a pattern.

b. School administrators and teachers use the results of the ELL Periodic Assessment in several ways. The first is using the data gathered to drive instruction. A skill analysis is performed, and when a group is found to be weak in a particular skill, emphasis is placed on that skill. Additionally, native language is supported through the use of cognates, a bilingual alphabet chart, images, video clips, and culturally relevant texts, glossaries and dictionaries.

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](#).]

To begin with, our school has a clear understanding of their ELLs' native language and English proficiency, which is evaluated in accordance with NYC DOE guidance. Core Tier 1 instruction and Tier 2 and 3 interventions for ELLs are culturally relevant and linguistically appropriate, in addition to being research- and evidence-based. Other background variables such as immigration patterns and/or disruption in formal education are also considered when evaluating the impact on ELL achievement in an English-speaking classroom. Using RTI enables students to receive assistance at their level of need, promptly.

Data from screening and progress monitoring assists in driving decisions about instruction and intervention, as well as provide teachers and parents with valuable and current information regarding a student's performance.

A multi-tiered system of support provides flexibility to access interventions as needed. For example, a student can move from Tier 1 to Tier 2 and back to Tier 1 within a relatively short period of time as seen with the integration of fluid small grouping.

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

Second language development is supported through the use of cognates, a bilingual alphabet chart, and culturally relevant texts. When learning new vocabulary, students are encouraged to also write the word in their notebooks, draw a picture of the word and some students may have it translated into their native language. Additionally, content area materials are provided in English. Students are exposed to texts that incorporate foreign language words into English writing so students can connect to English books. Explicit use of the second language during instructional time occurs within the framework of the ESL class as well as in their respective classes.

7. For dual language programs, answer the following:

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

Paste response to questions here:

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

The success of the ELL program is evaluated based on data and its analysis. For example: Has a student demonstrated growth in a particular modality or by moving from one level to the next or staying on same proficiency level although in a higher grade? This growth will assist us in meeting the AYP for ELLs. Also, the success of the ELL program is measured holistically as well: has a student become more independent and willing to speak the English language and participate in class; has his class work and assessment performance improved throughout the academic year; is he using CALPS as well as BICS when communicating with his peers and teachers; also is there less language interference?

## Part IV: ELL Identification Process

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

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

When a parent or guardian registers a child at PS 156, they are greeted and guided through the registration process by the pupil accounts secretaries and the ELL Coordinator/ESL Teacher. Parents complete registration forms, which include the "Home Language

Identification Survey". Our teachers speak both English and Spanish. Our Parent Coordinator is also available and can contact the appropriate sources to obtain translation services for parents who speak other languages. The HLIS is immediately reviewed by the licensed ELL Teacher/ESL Coordinator. When the survey indicates a language other than English, an informal interview is held with the family in the native language, conducted by the ESL Teacher or a pedagogue trained in students intake procedures, to determine whether the child is a potential ELL and an OTELE code is entered in ATS. Eligibility for the NYSITELL testing is determined by the ELL Coordinator/ESL Teacher based on the parents' responses on the HLIS. The NYSITELL is administered by the ESL Teacher to all students with a home language other than English within ten days of registration. If the NYSITELL results indicates that a Spanish speaking child is entitled to ESL services, the ESL teacher administers the Spanish Lab to determine language dominance and program options available to the student. Each Spring, students are evaluated through the administration of the NYSESLAT until they receive a score of Communicating. NYSESLAT data is analyzed to determine trends in the modalities of listening, speaking, reading and writing. ESL programming is modified based on NYSESLAT data to ensure student needs are met.

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).

In the case of SIFE students, assessments from Fountas & Pinell and Dibels, as well as Go Math, teacher observations and writing samples would provide the ESL and classroom teacher with information about the needs of the students. Then a specific instructional plan would be created to meet the needs. Also, student needs would be reassessed on a regular basis to see if student goals are being met.

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).

NYSITELL eligibility for students entering school with IEPs (from within the United States) must be based on the determination of the Language Proficiency Team (LPT). The LPT is minimally comprised of • Principal, sc • ESL Teacher • IEP Coordinator • The student's parent or guardian, A qualified interpreter or translator of the language or mode of communication the parent or guardian best understands. The LPT determines whether the student should take the NYSITELL. The LPT should consider evidence of the student's English language development, including, the student's history of language use in the school and home or community, the results of the individual evaluation of the student conducted in accordance with procedures in CR Part 200.4(b)(6), which includes assessments administered in the student's home language □ Information provided by the Committee on Special Education (CSE) as to whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English 2. Based on the evidence, the LPT must make a determination as to whether the student may have second language acquisition needs or whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. If the LPT determines that the student may have English language acquisition needs, the student must take the NYSITELL □ If the LPT determines that the student does not have English language acquisition needs and should not take the NYSITELL, the recommendation is sent to the principal for review • The principal must accept or reject this recommendation o If the principal rejects the recommendation of the LPT to not administer the NYSITELL, the NYSITELL is immediately administered to the student o If the principal accepts the recommendation not to administer the NYSITELL, the recommendation is sent to the superintendent or the superintendent's designee for a final decision. Additionally, the parent or guardian must be notified within 3 school days of the decision in the parent's/guardian's preferred language The final decision is made by the superintendent or superintendent's designee. The superintendent or designee has 10 school days to accept or reject the LPT's recommendation. If the superintendent determines that the student must take the NYSITELL, the school has 5 additional school calendar days to administer the NYSITELL (if necessary) and to notify the parent or guardian. The form titled Language Proficiency Team NYSITELL Determination Form (page 53) must be completed and placed in the student's cumulative folder.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Entitlement and non-entitlement parent notification letters are sent home with students, with a due date and parents orientation date clearly indicated on the form. Follow up phone calls are made.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Parents or guardians are informed that once the NYSITELL is administered to their child, within ten school days, that they will be notified of their entitlement as well as their right to appeal ELL status. They will be invited to an orientation session by an invitation in a letter delivered home in the home language. At these orientation sessions parent will be informed of their right to appeal ELL status within 45 days of enrollment.

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

Parents or guardians are informed that once the NYSITELL is administered to their child, within ten school days, that they will be notified of their entitlement and invited to an orientation session by an invitation in a letter delivered home in the home language. At the beginning of the school year, multiple orientation sessions are held at various times to accommodate parent schedules. The informational video is used as part of the orientation session, which acquaints parents of ELLs with all options in regards to program

placement. Letters are also sent home and used when parents are unable to attend orientations. Parents are encouraged to come into the school for a one on one meeting with the ELL Coordinator if they are comfortable in that setting. The dual language, transitional bilingual, and free standing ESL programs are described in detail. We use translated DVD's, videos from NYCDOE website, and pass out brochures in their home language. After the informational video, the ELL coordinator further explains the three programs available in New York City and answers any additional questions parents may have. Parents complete the selection forms and the ESL coordinator reviews parent choice. If Transitional Bilingual Education TBE is chosen, the parent is informed, due to parental choice, that there is no bilingual program at PS 156 at this time. However, if parent choice were to change, their children would be placed in such a class, while being serviced through a monolingual ESL pull out in the interim. When parents' top choice are not met by the school's current offerings, the ELL Coordinator, an administrator, and the parent meet to discuss alternate options, including transfer to a bilingual program within the district. One on one meetings, phone conversations, or informational packets home are used when parents are unable to attend orientations. Parents are encouraged to come into the school for one on one meeting with the ELL Coordinator if they are more comfortable with this option.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.  
Parent Survey and Selection forms are sent home with students, with a due date and parents orientation date clearly indicated on the form. Survey and selection forms are distributed at orientations to be completed after viewing the video. Follow up phone calls are made and additional orientations are scheduled to encourage those unable to attend earlier orientations to return their program selection forms. If parents do not return their selection forms, students are placed in the default program.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
Parent Survey and Selection forms are sent home with students, with a due date and parents orientation date clearly indicated on the form. Survey and selection forms are distributed at orientations to be completed after viewing the video. Follow up phone calls are made and additional orientations are scheduled to encourage those unable to attend earlier orientations to return their program selection forms. If parents do not return their selection forms, students are placed in the default program that is available at PS156 based on the existing ELL population.
9. Describe how your school ensures that placement parent notification letters are distributed.  
Placement parent notification letters in the home language are sent home with students. Follow up phone calls are made.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
ELL documentation for each child is stored in a file cabinet in the ESL room, and the HLIS as well as the Ethnic Identity form are kept in the student's cumulative record.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
The ESL teacher along with the Testing Coordinator determine who is eligible for the NYSESLAT. Every month, the ESL teacher checks the RADP which lists students who have been admitted and discharged. She also checks the RLER which lists eligible students. The speaking section is administered individually. The other sections are administered in the following order: listening, reading and writing. The ESL teacher and Testing coordinator certify that proper test accommodations are in place for all ELL students and that staff has been trained on testing accommodations and procedures.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
Entitlement letters in the home language are sent home with students to inform parents that their child is entitled to services based on the NYSITELL test. Parent Survey and Selection forms are sent home with students, with a due date and parents orientation date clearly indicated on the form. Survey and selection forms are distributed at orientations to be completed after viewing the video. Follow up phone calls are made and additional orientations are scheduled to encourage those unable to attend earlier orientations to return their program selection forms. If parents do not return their selection forms, students are placed in the default program that is available at PS156 based on the existing ELL population. These forms are stored in a file cabinet in the ESL room. Also, updating the ELPC screen in ATS will occur within the 20 days prescribed.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).  
After reviewing the Parent Survey and Program selection forms for the past few years, parent program's choice shows a growing preference towards ESL instruction. Parent Choice during the 2014-2015 school year, only one parent chose Dual Language as their first choice. However, the parent chose to opt out of a transfer. The forms the 2012-2013 indicate a preference for ESL instruction, with most parents selecting ESL as their first program choice. The forms from 2014-2015 indicated two preferences for Bilingual services. Students were placed in a school that offered a Bilingual Program. Careful attention is paid to parent choice.

The program models offered at PS 156 are aligned with parent requests, as most parents in our school community have a tendency to request ESL programming. Parents who requested bilingual or dual language programs have rejected a transfer because of their desire to attend the neighborhood school. In these cases, the supports provided by the ESL program are thoroughly explained to parents.

## 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.  
The ESL program is organized as a Pull-Out model. The program model is generally heterogeneous (of mixed proficiency levels).
  - b. TBE program. *If applicable.*  
Paste response to questions here:
  - c. DL program. *If applicable.*  
Paste response to questions here:
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)?

For the most part, the principal tries to organize each grade so that there are three to four ELLs in the same class and that a paraprofessional or teacher in that class is able to communicate with the student in the student's native language. This enables ESL groups to be arranged more efficiently and provides additional peer support and teacher support within the general classroom context. As per CR Part 154, at times, there are multi-graded groups of two contiguous grades. This ensures that Entering and Emerging students receive 360 minutes of ESL instruction per week; Transitioning and Expanding students receive 180 minutes of ESL instruction per week. The classroom teacher provides ELA instruction via the mandated literacy block. Also, Commanding students will be receiving 90 minutes of ESL instruction per week.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

The ESL program at P.S. 156 is based on the New York State Core Curriculum for English as a Second Language and the Common Core State Standards for reading, writing, and language. Its primary objective is to enable students to achieve English language proficiency as quickly as possible. The curriculum is designed to address the academic and linguistic needs of all levels of English language learners. All ELLs are afforded educational and instructional opportunities to foster their success. The ESL program is designed to intensify instruction in a variety of modalities that include: Total Physical Response, the natural language approach, the content based approach, as well as the language experience approach. Literacy and oral language instruction are integrated from the earliest language learning experiences. Children are provided simultaneous access to English oral language development, comprehensive literacy instruction, and standards-based content area instruction.

Instruction is based on New York State "English as a Second Language" standards. Lessons are always crafted to enable students to use English to communicate in social settings, to use English to achieve academically in all content areas in the classroom, and to use English in socially and culturally appropriate ways.

The ESL teacher supplements both math and reading skills through fiction and nonfiction stories that provide content through which mathematical concepts, patterns, problem solving, and real-world contexts may be explored in read alouds, think alouds, discussion, and teacher produced projects. This is done in a small-group instruction setting.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

Plan instruction based on what is known about the student's current level of performance and his or her literacy experiences in L1 and L2. Evaluate the potential effect of the process of L1 and L2 acquisition on current performance. Assess students' language skills in L1 and L2 to provide an appropriate context regarding evaluation of current levels of performance.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Literacy and oral language instruction are integrated from the earliest language learning experiences. Children are provided simultaneous access to English oral language development, comprehensive literacy instruction, and standards-based

content area instruction.

Instruction is based on New York State “English as a Second Language” standards. Lessons are always crafted to enable students to use English to communicate in social settings, to use English to achieve academically in all content areas in the classroom, and to use English in socially and culturally appropriate ways.

The ESL teacher supplements both math and reading skills through fiction and nonfiction stories that provide content through which mathematical concepts, patterns, problem solving, and real-world contexts may be explored in read alouds, think alouds, discussion, written responses and teacher produced projects. This is done in a small-group instruction setting.

Furthermore, there is an alignment of goals and tasks to common core requirements and ESL standards. Graphic organizers are utilized to help students organize and synthesize ideas in reading and writing. Pre, post and interim assessments are used to determine needs and judge progress. Deeper higher order thinking questions aligned with Bloom's taxonomy are incorporated into discussions and writing and reading tasks.

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

a. There are currently no SIFE students included in the ESL program. In the case of SIFE students, assessments from ECLAS and Dibels, as well as Go Math, and teacher observations and writing samples would provide the ESL and classroom teacher with information about the needs of the students. Then a specific instructional plan would be created to meet the needs. Also, student needs would be reassessed on a regular basis to see if student goals are being met.

b. ELLs in the school for less than three years are provided with practice in speaking with a specific focus on basic interpersonal communication skills necessary for navigating through the school day with teachers and classmates in a risk-free setting..

Songs, rhymes, and poems are used to aide beginner students. Visual aides are used to give language and vocabulary context. Word walls with illustrations and physical manipulatives are also used to reinforce vocabulary development, understanding, and usage. Letter and number strips are used to reinforce for newcomers the letter and number formation as well as the sounds associated with the letters. In addition, read alouds, think alouds, and discussion with fiction and non fiction big books, and individual copies of texts are used to reinforce higher order thinking skills and content comprehension. Furthermore, the ESL teacher integrates intensive oral/aural language activities to secure listening/speaking skills. .

c. For ELLs receiving between four to six years of service, most typically reading comprehension and writing organization difficulties impede progress. Therefore, a variety of additional support is provided. The writing process involving brainstorming, drafting, revising, editing, and publishing enables more advanced to hone their writing skills. Specific attention is paid to the student's ability to compose a main idea and support it with key details and a conclusion. At the same time, they practice correct

grammar, syntax, and standard usage. Visuals and illustrated word walls continue to be utilized to support vocabulary development and content understanding. Furthermore, there is an alignment of goals and tasks to common core requirements and ESL standards. Graphic organizers are utilized to help students organize and synthesize ideas in reading and writing. Pre, post and interim assessments are used to determine needs and judge progress.

Deeper higher order thinking questions aligned with Bloom's taxonomy are incorporated into discussions and writing and reading tasks.

d. Long term ELLs would receive similar instruction to ELLs receiving between four to six years of service. ELLs identified as students with disabilities are fully integrated with general education students in ESL groups. They receive the 360 or 180 minutes of services weekly that their proficiency level indicates.

e. Former ELLs in years 1 and 2, after testing Proficient in NYSESLAT, receive continuing testing accommodations and academic support for 2 years. This transitional support includes Close Workshop, Writing Workshop and extended day ELA and Math.

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.

Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal, must review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with a qualified staff member in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal must provide additional support service.

**Chart** 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?

ELL students with special needs receive instruction based on their IEPs. Special consideration is given to their specific needs.

The ESL teacher uses different strategies and approaches to assist students in acquiring academic language; using context to figure out unfamiliar words and expressions; one on one instructions, buddy-peer mentoring, manipulatives or a behavior plan when necessary. The ESL teacher also uses challenging but understandable materials. The teacher encourages students to participate in group discussions, and students gain advantage by receiving feedback from the teacher and their peers through modeling.

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?

Currently, there are two ESL-SWD students being pulled out for ELL services. To help these students achieve their IEP goals and attain English proficiency within the least restrictive environment, the ESL teacher conducts meetings with their respective classroom teachers and support service providers. These students are included in the groups with general education students for the duration of the ESL instructional periods. Furthermore, the ESL teacher uses different strategies that help students to acquire academic language, and uses context to figure out unfamiliar words and expressions, as well as one on one instructions, buddy-peer mentoring, manipulatives, or a behavior plan when necessary. The ESL teacher uses challenging but understandable materials. The teacher encourages students to participate in group discussions, and students gain advantage by receiving feedback from the teacher and their peers through explicit instruction and modeling.

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

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

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

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



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

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

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

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

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

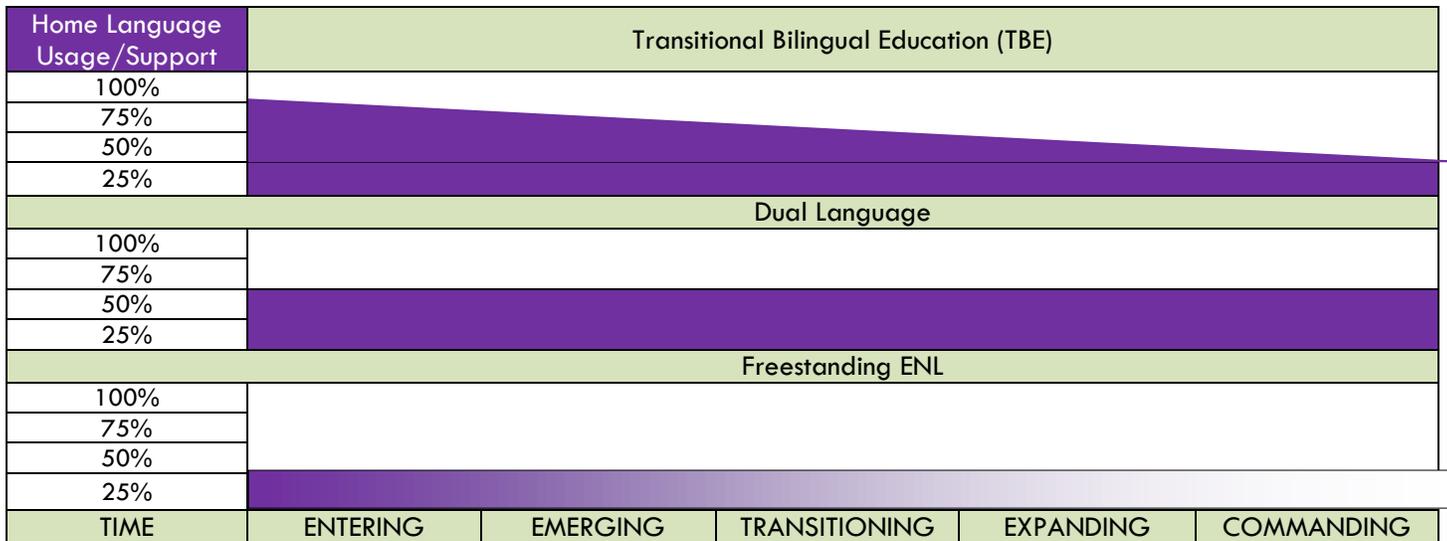


\*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

**Home Language Usage and Supports**

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



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. Targeted intervention programs includes our Title III program which will include a mentoring program where students are tutored or provided homework help as well as enrichment during afterschool. These include the Lexia program, which has instructional resources for students. We will also provide guidance on how to use the "Awards Reading" program that we have adopted, and introduce parents to other online resources. We anticipate serving approximately 20 students in this enrichment program. We will offer this program on Wednesdays after school from November through May. The service providers will be fully certified teachers with ESL or Bilingual Licenses. ELLs will receive additional support through their participation in Saturday Academy, which will be offered from November to May. This will provide support in ELA, math, and other content areas for all ELL subgroups. Several measures have been taken to ensure the continued success of students who achieve a score of Commanding on the NYSESLAT.  
First, the parent is informed that their child is no longer mandated to receive ESL services, but instead will receive two years of support ESL services for these critical transitional years. The student will be seen 90 minutes per week in a group consisting only of students who have scored at the Expanding and Commanding levels. Academic Intervention Services (AIS) are also offered to transitional ELLs who appear to need additional support to succeed in the monolingual classroom.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
The success of the ELL program is evaluated based on student data and its analysis. The ESL program is designed to intensify instruction in a variety of modalities that include: Total Physical Response, the natural language approach, the content based approach, as well as the language experience approach. Literacy and oral language instruction are integrated from the earliest language learning experiences. Children are provided simultaneous access to English oral language development, comprehensive literacy instruction, and standards-based content area instruction.  
Instruction is based on New York State "English as a Second Language" standards. Lessons are always crafted to enable students to use English to communicate in social settings, to use English to achieve academically in all content areas in the classroom, and to use English in socially and culturally appropriate ways.  
The ESL teacher supplements both math and reading skills through fiction and nonfiction stories that provide content through which mathematical concepts, patterns, problem solving, and real-world contexts may be explored in read alouds, think alouds, discussion, written responses and teacher produced projects. This is done in a small-group instruction setting.
12. What new programs or improvements will be considered for the upcoming school year?  
P.S. 156 programs are continually being evaluated as to whether they are meeting the needs of our students. This is measured through data obtained from assessments, classwork, teacher observations, portfolios and projects. Should any program be deemed as not meeting the needs of the students, or as an improvement for the upcoming year, a team of teachers evaluate various programs and decide what changes should be made.
13. What programs/services for ELLs will be discontinued and why?  
There will be no discontinued programs for ELLs
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
Equal access to all school programs is ensured by information being distributed in the home language. Another after school program for ELLs will be offered in addition to the mainstream after school program. In this after school program, ELLs receive additional instruction using ESL strategies, with a focus on vocabulary development and test sophistication.
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.  
Since, technology is an important instructional tool in the ESL classroom, the SMARTBoard is utilized in order to provide extra visual aides and context for lessons using the internet. A listening center is also incorporated into ESL instructional time, where students are given opportunities to listen to books and complete activities related to thematic units. Reading A to Z is utilized to expose students to a wide variety of authentic texts at their level. The ESL classroom has a vast library, which ensures students are exposed to a wide variety of genres, reading strategies, and vocabulary. Bilingual dictionaries are always available to students, and native language supports are provided by the instructor for beginners when necessary.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
Native language is supported through the use of cognates, a bilingual alphabet chart, and culturally relevant texts. When learning new vocabulary, students are encouraged to also write the word in their notebooks, translated into the native language. Students are exposed to texts that incorporate foreign language words into English writing so students can connect to English books. Explicit use of the native language during instructional time occurs only when absolutely necessary within the framework of the ESL class, and usually with new arrivals to ease them into their new school experience.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

Our ELL students receive native language support through teachers and paraprofessionals whose first language is either Haitian-Creole or Spanish. These two groups represent the great majority of our ELL population. Our program also provides the students with learning opportunities that make clear links between students' past learning and new concepts. It is done through a systematic vocabulary study that capitalizes on cognates and language/academic skill transfer. Another strategy used in the ESL classrooms to promote native language support is "peer conference." During this time, the students are allowed to check notes and confer with one another in their native languages for understanding of content while learning English. Native language materials are also provided in a variety of proficiency levels. Additionally, the ESL teacher is encouraged to follow the ELA curriculum and implement the CCSS through ESL strategies when planning their lessons. This approach makes it possible for the students to either be introduced or to further their linguistic and academic knowledge in English. Through a free-standing program, the students are exposed to data driven and differentiated instruction lessons which allow them to advance according to their proficiency level. The classroom is equipped with desktops, a smartboard, computers and a listening center; thus, making it possible for all students to receive instructions according to their needs, language proficiency and learning style. The above described services and resources are grade and age appropriate respectively.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

The school leadership, our Parent Coordinator, SLT, PTA members, and ESL teacher invite parents/guardians of ELLs to attend workshops that address the educational needs of ELLs, make translators available, disseminate materials and notifications in the home languages of the parents/guardians, and provide information about needed support services.

19. What language electives are offered to ELLs?

**PS 156 does not offer any language electives at this time.**

20. For schools with dual language programs:

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

**Paste response to question here:**

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
Professional development for teachers at PS 156 occurs through several channels. Regular professional development sessions facilitated by coaches include strategies for involving ELLs in the mainstream class, as well as methods of scaffolding to make material more accessible. Information distributed at the network level is turnkeyed by our ESL teacher. Our ESL teacher has also had the opportunity to attend workshops held throughout the city. This training has also been shared with our staff during grade meetings and professional development sessions. This training will satisfy the 7.5 hour requirement under Jose P.  
Our Network ELL Specialist will provide background training for all teachers, assistant principals, the bilingual/ESL coordinator, guidance counselors, secretaries, and the parent coordinator, and includes the following topics: how the ESL/bilingual placement process works, steps to take if you suspect language acquisition is an issue for one of your students, an introduction to ESL methodologies, strategies that can be immediately implemented in the monolingual classroom, and specific writing errors ESL students often make.
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?  
Our Network ELL Specialist will provide background training for all teachers, assistant principals, the bilingual/ESL coordinator, guidance counselors, secretaries, and the parent coordinator, and includes the following topics: how the ESL/bilingual placement process works, steps to take if you suspect language acquisition is an issue for one of your students, an introduction to ESL methodologies, strategies that can be immediately implemented in the monolingual classroom, and specific writing errors ESL students often make.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
Professional development sessions that include strategies for involving ELLs in the mainstream class, as well as methods of scaffolding to make material more accessible.  
Additionally, we will be providing workshops in Math and ELA incorporating ESL strategies that will assist the ELL population academically.
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.  
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We will also be offering professional development: September-June 201-2016  
\*Fountas and Pinnell Running Records  
\*Depth of knowledge and Questioning workshop  
\*Looking at Student work  
\*Common Core Learning Standards- looking at the shifts  
\*Integrating the Common Core Standards with ELLs  
Additionally, we will be providing workshops in math, Words Their Way, writing ,teacher effectiveness and Imagine Learning, Lexia and Starfall which are all programs that will be used with the ELL population and by the ESL teacher. All these professional development activities will aid in raising teacher practice as well as allowing our school and staff becoming aligned with the Chancellor's initiatives. In addition all our funding resources will be combined to supplement our ESL program. The records are maintained by the payroll secretary.

### 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?

During our Parent Engagement time on Tuesdays, ELL parents will be invited to come in for a one on one meeting to discuss their child's goals, developmental progress and language proficiency amongst other topics. Provisions for interpretation and translation will be provided by the Translation Department services over the phone, as well as by staff.

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.

A parental engagement journal is kept by the ESL teacher. Also, phone calls and letters are sent out to parents as needed. Additionally, parents are provided with monthly calendars and are able to stay in contact through school e-mail, and school's social media platforms..

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. ELL parents support their children by participating in school activities such as, "Read to Your Child", "Dads Bring your Child to School Day", Career Day, showcases by the students, art galleries by the students, PTA meetings, as well as PTC, Carnival Day, Workshops on how to help your child with homework, etc.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Yes. For example, the side-by-side parent and student gym program we are implementing with grant money, as well as the G.E.D. program being offered should also entice ELL parents who have not yet become part of the PS 156 community to join us. We are also looking to get enough parents to sign up so that we can offer free ESL adult classes as well.
5. How do you evaluate the needs of the parents?  
A survey is sent out to find out what activities, services, classes and workshops parents would like.
6. How do your parental involvement activities address the needs of the parents?

1. Our ELL parents are involved in their children's education in several ways at PS 156, and we are also implementing new programs to spark additional involvement as well. Parents are invited to the monthly orientation sessions, parent-teacher conferences, monthly strand performances, and are updated regularly on their children's progress. Within the first few weeks of school, curriculum days provide an opportunity to learn about student curriculum and meet the teachers. During parent-teacher conferences, parents have the opportunity to meet and discuss student progress with classroom teachers, related service providers, and the ESL teacher. Translation services are available as needed during these events. Additionally, our teachers speak both English and Spanish. Our Parent Coordinator is also available and can contact the appropriate sources to obtain translation services for parents who speak other languages.

2. Learning Leaders collaborate with PS 156 to assist parents with workshop suited to their needs. Translation services are available as needed during these events. Our teachers speak both English and Spanish. Our Parent Coordinator is also available and can contact the appropriate sources to obtain translation services for parents who speak other languages.

3. ELL parent needs are evaluated formally through the learning environment survey. Informally, regular discussions with parents at dismissal, phone calls home, and e-mails keep us in tune with what parents need. Many parents have expressed concern they are not able to help their child with their homework or read to their child in English. Our Title III after school program with homework help and access to the ESL classroom library (complete with Spanish and English books) will empower parents to help their students complete their homework and read outside of school. Translation services are available as needed. Our teachers speak both English and Spanish. Our Parent Coordinator is also available and can contact the appropriate sources to obtain translation services for parents who speak other languages.

4. Our parents indicated via the learning environment survey that they would like additional afterschool programs as well as increased interaction with technology. The side-by-side parent and student gym program we are implementing with grant money, as well as the G.E.D. program being offered should also entice parents who have not yet become part of the PS 156 community to join us.

### D. Additional Information

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

Paste response here:

## **Part VI: LAP Assurances**

School Name: _		School DBN: _	
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)
Beverly Logan	Principal		1/1/01
	Assistant Principal		1/1/01
Carolyn Benjamin-Smith	Parent Coordinator		1/1/01
Claudia L. Morales	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
Oceania Reyes	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

**2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN**

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

**DBN: 23K156**

**School Name: The Waverly School of the Arts**

**Superintendent: Mrs. M. DeGovia**

**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.learn DOE.org/tiu/lac](http://www.learn DOE.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.

In order to assess our school's written translation and oral interpretation needs, we utilize the Home Language Survey to identify language spoken at home. We also keep a record of families that need translation services. Additionally, we send out letters translated in Spanish and English. We also provide interpreters at any school function for parents who request translation.

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.

Spanish, Urdu, Haitian-Creole, and Fulani.

**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.)

Parent Newsletters- monthly  
Calendars- monthly  
Annual Handbooks- annually  
Parent-teacher conference announcements- November and March  
After-school program information- ongoing  
Overview of student curriculum- annually  
New York State Testing dates- annually  
Letters from administration- ongoing  
School events-ongoing

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.

Open House- September 17<sup>th</sup> 2015  
Parent Teacher Conferences- November 5<sup>th</sup>, 2015 and March 3<sup>rd</sup>, 2016  
Informal parent meetings-ongoing and most Tuesdays afternoons

### **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.

Translation services both written and oral will be provided by school staff. Any letter given will be given to a teacher on staff to translate. Both the English and the Spanish versions will be released at the same time. In case no one speaks a particular language we will utilize the NYCDOE Translation Unit.

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

Translation services both written and oral will be provided by school staff. Any letter given will be given to a teacher on staff to translate. Both the English and the Spanish versions will be released at the same time. In case no one speaks a particular language we will utilize over-the-phone interpreters via the NYCDOE Translation and Interpretation Unit.

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## Part D: Training Staff on Policies and Procedures

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

Staff members will receive a Language ID guide and T&I Brochure at Team meetings, staff meetings as well as the weblink and phone number to the NYCDOE Translation & Interpretation Unit.

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## 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

The Welcome Poster will be displayed in the main Lobby as well as near the entrances used by parents and students during arrival and dismissal times. Parents Bill of Rights will be disseminated at registration, Open House, PTC as well as during Parent Workshops and PA meetings. Written translation services for Spanish-speaking families are provided. Letters are printed with the English version on one side and the Spanish version on the other. The written translation services will be provided by school staff. As for the other languages, the NYCDOE Translation & Interpretation Unit will be utilized.

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## 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 will assist us in gathering feedback from parents on the quality and availability of services.