

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

20K164

School Name:

P.S. 164 CAESAR RODNEY

Principal:

ERICA STEINBERG

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

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

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

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

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

Section 1: School Information Page

School Information

School Name: P.S. 164 School Number (DBN): 20K164
Grades Served: PreKindergarten through Grade 5
School Address: 4211 14th Avenue Brooklyn, NY 11219
Phone Number: 718-854-4100 Fax: 718-853-9306
School Contact Person: Melissa Jamieson Email Address: mschultzel@schools.nyc.gov
Principal: Erica Steinberg
UFT Chapter Leader: Annie Gallagher
Parents' Association President: Dianey Sanchez
SLT Chairperson: Hannah Krueger
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

District: 20 Superintendent: Karina Costantino
Superintendent's Office Address: 415 89th Street Brooklyn, NY
Superintendent's Email Address: kcostan@schools.nyc.gov
Phone Number: 718-759-4912 Fax: 718-690-1633

Borough Field Support Center (BFSC)

BFSC: Brooklyn South Director: Cheryl Watson-Harris
Director's Office Address: 415 89th Street Brooklyn, NY
Director's Email Address: cherylwatson@schools.nyc.gov
Phone Number: 718-759-4862 Fax: 718-759-4960

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Erica Steinberg	*Principal or Designee	
Annie Gallagher	*UFT Chapter Leader or Designee	
Dianey Sanchez	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Sinai Lazaro	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	
Melissa Jamieson	Member/ CSA	
Laura Orlick	Member/ UFT	
Hannah Krueger	Member/ UFT	
Eileen Daly	Member/ UFT	
Agostina Morales	Member/ UFT	
Georgina Jimenez	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Mikhail Iliatov	Member/ Parent	
Karla Nunez	Member/ Parent	
	Member/ Parent	
	Member/ Parent	
	Member/	
	Member/	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

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

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE’s Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

P.S. 164, Caesar Rodney, is a unique place. It is a school where all children are valued, all parents are welcome and where there is constant collaboration and support among staff. Our motivated staff members build caring relationships with students and families.

P.S. 164 has approximately 570 students in grades Pre-kindergarten through Grade 5. Our student population is very diverse. Over 8 different languages are spoken in the school. 18% of students are English Language Learners and 14% of students receive special education services. We have a rigorous ENL program with two full time ENL teachers, a SETTS teacher who services four students, a Math academic intervention teacher that provides push-in support for our upper grade classrooms. In addition we have ICT classes on every grade and three 12:1 self-contained classrooms. These classes offer special education services to students in a warm nurturing environment.

Our teachers are open to constantly learning and trying out new strategies and curriculum. Over the past two years teachers have embraced Teachers College Reading and Writing Project literacy curriculum and the Go Math! Math curriculum. This year teachers worked together to create curriculum maps that are fully aligned to the Common Core Learning Standards with a specific focus on ensuring instruction is focused on meeting the needs of all students. Every grade has three to four common preparation periods to ensure common planning and practice. Grade teams meet weekly to discuss Common Core aligned curriculum, analyze student work, engage in inquiry discussions, and share best practices.

Technology is a staple in every classroom. We have Smartboards or Promethean boards and ELMOs in all pre-kindergarten through grade 5 classrooms and a technology lab with a full time technology cluster. There are also laptop carts on every floor for student use. Teachers have laptops or iPads for instructional use.

P.S. 164 has a strong commitment to the arts. We have one full time art teacher and one full time music teacher, a school chorus, a beginner band and an advanced band. We provide flexible programming for instrumental lessons. We offer a wide range of afterschool activities and lunch clubs. We have academic after-school programs from students in grades K-5, Saturday Academy (Grades 3-5), an after-school ESL program offered to all ENL students, Parents as Arts Partners Animation Program, a family literacy afterschool program for families new to the country, a community gardening afterschool program, dance afterschool and band afterschool. We offer a science lunch club, peace club, chess lunch club, art lunch club, soccer lunch club and weekly Green Team meetings.

P.S. 164 has partnerships with the Metropolitan Opera Guild, Ballet Tech, Trust for Public Land and MyLibraryNYC.org. Some of the celebrations and highlights of P.S. 164 are monthly Citizen of the Month awards, 100th Day of School Museum for all students, pep rallies for New York State exams for students, a talented beginner band that focuses on learning new instruments, an advanced band that focuses on playing difficult and challenging music, Green Team, Peace Club, Dance Club, a Robin Hood library, parent ESL classes, yoga classes afterschool for parents, dress down days to benefit charity, a Talent Show, Movie Nights, Flea Market, Saturday Green Festival and many classroom celebrations.

The elements of the Framework for Great Schools in which we made the most progress this past year are Strong Family-Community Ties and Trust. This year administration and staff put an increased emphasis on building a strong relationship with parents and families. This past year we made sure that parents know they are always welcome in the building. Administration has an open door policy with parents. We hold Town Hall Meetings twice a year with parents.

Parents received a parent handbook in September with expectations for the entire school year. The school had scheduled appointments for all families for PTC with translators in 4 different languages. This strategy resulted in a tremendous amount of positive parent feedback and we had 95.4% of parents attend our March Parent Teacher Conferences. We send home progress reports and monthly reading level letters so that parents know what reading level their child is on as well as what skills and strategies they should be working on. The principal, Parent Coordinator and classroom teachers send home monthly newsletters for parents to inform parents of upcoming events and units and how they can best support their child at home. All out of classroom teachers send home bi-monthly newsletters. We have a very active parent coordinator who works very closely with our PA and our families. She organizes parent ESL classes three days/week, dental program from Lutheran Medical Center, Women's health classes, housing classes, Prekindergarten transitioning classes, Middle School informative sessions, ARIS workshops at Curriculum Night, etc. This past year we have provided many workshops for parents during our Parent Engagement time. We have invited parents in for celebrations and reading/writing buddies, Raz Kids, ESL classes, afterschool parent literacy program, academic workshops to support student progress/achievement, CCLS, college and career readiness, etc. This June we are having a parent breakfast in the schoolyard where new and current parents can come, meet administration and staff and spend time getting to know one another.

Another area we have made great strides in this year is building trust. We work hard to ensure that the culture of the school is welcoming, warm and inviting where all staff, students and parents feel safe. We are a diverse community that embraces the differences and similarities in our cultures. We are a uniform school but allow students to dress down on Friday so that they can express themselves and celebrate their own cultures. Administration believes in full transparency as a way to build trust. Teachers receive a staff handbook prior to the beginning of school with expectations and non-negotiables. These non-negotiables include administrative as well as instructional items. While analyzing staff attendance data at the beginning of the year we discovered the correlation between teacher absences and student movement. We instituted a new attendance policy where teachers are responsible for calling Sub Central and finding their own coverage when will be absent. This increased accountability has cause less teacher absences overall this year. Having teachers present on a more consistent basis helps builds trust among students and families.

Administration sends staff weekly notes every weekend so that staff knows exactly what is expected and upcoming. Administration is always in classrooms observing staff and providing feedback.

This year our Professional Development Team work tirelessly to make sure the staff felt supported through professional development. Our school's professional development plan is based on staff surveys, staff needs assessment, feedback from observations, curriculum and DOE initiatives.

Based on a review of our SLT parent survey, staff meetings, Danielson Data and feedback from our Superintendent, a need for more rigorous curriculum and engaging activities to challenge higher-level students has been identified. This need for rigorous instruction is also aligned with the Framework for Great Schools. This will also help us with our goal of meeting the needs of our ENL students and our students with disabilities. In order to improve this in the coming year we have planned the following: Engagement professional development facilitated by teacher leaders and administrators will be prominently featured in our Monday afternoon PD cycles. Additionally, we will continue work with our upper and lower grade Staff Developers from Teacher's College 10 times across the year, GoMath, Exemplars, Common Preps, Weekly Grade Meetings, Inquiry Team Meetings, Faculty Meetings, Chancellor's Professional Development Days, Common Planning Time, Weekly Professional Development. Finally, administrators will rate indicator 1e and 3d on all observations to provide teachers with actionable feedback to improve their formative assessment practices.

20K164 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	570	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population		86.7%	% Attendance Rate	94.8%
% Free Lunch		79.2%	% Reduced Lunch	1.7%
% Limited English Proficient		19.7%	% Students with Disabilities	19.3%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		2.2%	% Black or African American	1.7%
% Hispanic or Latino		56.9%	% Asian or Native Hawaiian/Pacific Islander	28.4%
% White		10.7%	% Multi-Racial	0.2%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		0.21	# of Assistant Principals (2014-15)	1
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	N/A
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.1%	Average Teacher Absences (2013-14)	7.52
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		28.8%	Mathematics Performance at levels 3 & 4	47.2%
Science Performance at levels 3 & 4 (4th Grade)		73.0%	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate		N/A		
Overall NYSED Accountability Status (2014-15)				
Reward			Recognition	
In Good Standing	X		Local Assistance Plan	
Focus District	X		Focus School Identified by a Focus District	
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	YES
White		N/A	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	YES
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	YES
White		N/A	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	YES
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		

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

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

Part 1 – Needs Assessment

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

Data was gathered from the schools Quality Review from 2013/2014, School Quality Guide, Progress Report , Item Skills Analysis Tool, school based assessments, and projected goals for 2015.

As per the Quality Review results from 2013/2014, our school has collaboratively created a rigorous curriculum across grades and subject areas, aligned to the Common Core Learning Standards (CCLS).

Based on the state test scores, school survey results and a review of our SLT parent survey, staff meetings, Danielson data and feedback from our Superintendent from the PPO visit, a need for more engaging activities to challenge higher level students has been identified.

Part 2 – Annual Goal

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

By June 2016 we will have a 13% increase of effective and highly effective ratings in engagement of students as determined by Component 3C, from the Danielson Framework, Engaging Students in Learning as measured by formal and informal observations.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Engagement professional development facilitated by teacher leaders and administrators will be prominently featured in our Monday afternoon PD cycles.</p>	<p>All K-5 Teachers and Administrators</p>	<p>Ongoing throughout the year: September 2015-June 2016 specifically during Monday and Tuesday during the UFT Contact PD Time.</p>	<p>Teachers, grade leaders and administration</p>
<p>Work with our upper and lower grade Staff Developers from Teacher’s College 10 times across the year, GoMath, Exemplars, Common Preps, Weekly Grade Meetings, Inquiry Team Meetings, Whole Staff Faculty Meetings, Chancellor’s Professional Development Days, Common Planning Time, Weekly Professional Development</p>	<p>All K-5 Teachers and Administrators</p>	<p>Ongoing throughout the year: September 2015-June 2016</p>	<p>Teachers, grade leaders and administration</p>
<p>Administrators will rate indicator 1e and 3d on all observations to provide teachers with actionable feedback to improve their formative assessment practices.</p>	<p>All K-5 Teachers and Administrators</p>	<p>Ongoing throughout the years: September 2015-2016 specifically during formal and informal observations</p>	<p>Teachers, grade leaders and administration</p>
<p>Support to SWDs, ELLs and high risk students will be provided</p> <ul style="list-style-type: none"> • In the classroom using a variety of UDL strategies • In the classroom through RTI Tier I intervention • Through RTI Tier II & RTI Tier III intervention services provided through the push-in/pull-out program providers <p>ELLs will receive additional support through push-in and pull out programs</p>	<p>All SWD & ENL students</p>	<p>Ongoing throughout the year: September 2015-June 2016</p>	<p>Teachers, grade leaders and administration</p>

<p>Communication with families</p> <ul style="list-style-type: none"> • communication notebooks • September back to school night conferences; classroom orientation including classroom and school wide goals; curriculum overview • ELL parent orientation in September <p>Tuesday parent engagement time- workshops for parents (math games, creating math posters, RAZ kids)</p>	<p>All K-5 Teachers and Administrators</p>	<p>Ongoing throughout the year: September 2015-June 2016 specifically on Tuesday afternoons</p>	<p>Teachers and administration</p>
--	--	---	------------------------------------

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Professional development provided by TCRWP and the instructional team which includes grade leaders. Schedule adjustments and per diem, teacher coverage to provide common planning periods as well as grade level and vertical team planning meetings.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>Mid-Point Benchmark – Advance Teacher Level MOTP Report and Advance Dashboard</p> <p>By February 2016 all teachers will have participated in professional development around Engaging Students in Learning. All staff will all be rated in Danielson indicator 3C: Engaging Students in Learning and will receive feedback and next steps.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

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

Part 1 – Needs Assessment

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

Data was gathered from the schools Quality Review from 2013/2014, School Quality Guide, Progress Report , Item Skills Analysis Tool, school based assessments, and projected goals for 2015.

As per the Quality Review results from 2013/2014, the school’s culture reflects its commitment to equity and opportunity, ensuring that all students have access to school learning experiences, and are welcomed and nurtured whatever their needs.

- Advance MOSL Detail Report

- o 74% of teachers received a rating of highly effective in Domain 2a (Creating an Environment of Respect and Rapport)

- o 73% of teachers received a rating of highly effective in Domain 2d (Managing Student Behavior)

Strength for Domain 2a:

- Classroom interactions between the teacher and students and among students are highly respectful and reflect genuine warmth, caring and sensitivity to students as individuals. Students and teacher respect one another. Students feel valued and comfortable to take intellectual risks.

Strength for Domain 2d:

- Student behavior is entirely appropriate. Teachers monitor student behavior subtly and respectfully.

Priority Needs for Domain 2d:

- Students self-manage their own behavior more effectively.

Part 2 – Annual Goal

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

By June 2016, there will be a 12% increase in highly effective ratings in Component 2D, Managing Student Behavior of the Danielson Framework. Progress toward this goal will be measured through regular review of Professional Development agendas, feedback forms, and informal and formal observations resulting in 85% of staff receiving highly effective ratings.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Create consistent behavior expectations for the entire school and implement in each classroom. (ex. Bucket fillers, PBIS)</p>	<p>All teachers including clusters, all students</p>	<p>Ongoing through through the year: September 2015-June 2016</p>	<p>Administrators, all teachers, school aides, guidance counselor, social workers</p>
<p>Work with the Social Worker, Guidance Counselor and Psychologist to teach our students skills of stress-management, emotion regulation, executive control, and overall physical and emotional well-being .</p>	<p>All teachers including clusters, all students</p>	<p>Ongoing through the year: September 2015-June 2016</p>	<p>Administrators, all teachers, school aides, guidance counselor, social workers</p>
<p>Work with the Peace Club to create a caring, compassionate and cooperative school environment. Students learn how to express their feelings in a healthy way and resolve conflict.</p> <p>Peace club helps boost their self esteem, become empowered to solve problems creatively and nonviolently, and think of solutions to problems they see in their community and the world.</p>	<p>All teachers including clusters, all students</p>	<p>Ongoing through the year: September 2015-June 2016 during lunch/recess lunch club</p>	<p>Administrators, all teachers, school aides, guidance counselor, social workers</p>
<p>Professional Development on Danielson Domain 2, Discipline Code, Assemblies on community building, bullying, positive choices, Common Preps, Weekly Grade Meetings, Inquiry Team Meetings, Chancellor’s Professional Development Days, Common Planning Time, Weekly Professional Development</p>	<p>All teachers including clusters, all students</p>	<p>Ongoing through the year: September 2015-June 2016 specifically during the Monday and Tuesday UFT PD time and common planning time.</p>	<p>Administrators, all teachers, school aides, guidance counselor, social workers</p>
<p>Family Engagement</p> <ul style="list-style-type: none"> • Communication Notebooks 	<p>Parents</p>	<p>Ongoing through the year: September 2015-June 2016</p>	<p>Teachers, Parent Coordinator, Administration</p>

<ul style="list-style-type: none"> September back to school night conferences; classroom orientation including classroom and school wide goals; curriculum overview Tuesday parent engagement time Workshops during PTA meetings Monthly School newsletter School Website 			
--	--	--	--

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Provide consistent expectations for staff, students and parents through a Staff handbook, Student Handbook and parent handbook.											
Administration, staff members, parents, guidance counselor, social worker, Peace Club members, and scheduling adjustments for assemblies, professional development, and team meetings.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Administrators will observe consistent use of school-wide expectations in out of classroom locations. Administrators will observe consistent use of school-wide voice scale both inside and outside of the classroom. Administrators will include observations as part of their teacher’s required Danielson observations. Administrators will monitor the number of guidance and administrative requests for assistance, class removals, and principal’s suspensions. Peace Club has been established and will meet regularly. Progress toward this goal will be measured through regular review of PD agendas, feedback forms, and classroom observations throughout the school year.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

Data was gathered from the schools Quality Review from 2013/2014, School Quality Guide, Progress Report , Item Skills Analysis Tool, school based assessments, and projected goals for 2015.

As reflected in the 2013-2014 Learning Environment School Survey:

Strength:

- 88% of teachers strongly agreed that school leaders provided time for collaboration among teachers.
- 74% of teachers strongly agreed that teachers in our school worked together on teams to improve their instructional practice.

Need:

- 65% of teachers strongly agreed that overall their professional development experiences during the 2013-2014 school year included opportunities to work productively with colleagues in the school.

Part 2 – Annual Goal

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

By June 2016 100% of the teaching staff will engage in collaborative professional development opportunities designed to improve both teacher practice as well as student outcomes. Progress toward this goal will be measured by PD agendas, classroom observation and ratings on Danielson rubric.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Teacher leaders will support grade colleagues in revising curriculum maps and lesson plans to align more closely to CCLS. Grade leaders will facilitate grade level professional development.</p>	<p>All Teachers & Administration</p>	<p>Ongoing during the year: September 2015 through June 2016</p>	<p>Administration, All Teachers (Classroom, Cluster, ESL, AIS)</p>
<p>Administrators will identify an in house core inquiry team made up of representatives from every grade. Inquiry team will meet regularly to collaborate and discuss student work, best practices, and next steps for the school.</p>	<p>All Teachers & Administration</p>	<p>Ongoing during the year: September 2015 through June 2016</p>	<p>Administration, All Teachers (Classroom, Cluster, ESL, AIS)</p>
<p>Literacy Team, Math Team, Social Studies Team, and a Special Education Team will meet monthly with Administration to review student performance data to inform revisions to curriculum and assessments.</p>	<p>All Teachers & Administration</p>	<p>Ongoing during the year: September 2015 through June 2016</p>	<p>Administration, All Teachers (Classroom, Cluster, ESL, AIS)</p>
<p>Communication with parents incorporating the work that comes out of the teacher teams will be provided:</p> <ul style="list-style-type: none"> • at PTA meetings • at SLT meetings • During Tuesday afternoon parent engagement time • Through each child's communication notebook 	<p>All parents</p>	<p>Ongoing during the year: September 2015- June 2016 as well as Tuesday afternoons during UFT time.</p>	<p>Administration, All staff, SLT members, PTA executive board</p>

Part 4 – Budget and Resource Alignment

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

Administration, All Teachers (Classroom, Cluster, ESL, AIS) Parent Coordinator

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

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

Part 5 – Progress Monitoring

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

By February 2016:

- The Inquiry Team will have been established and meeting regularly to collaborate vertically
- All classroom teachers will have participated in at least 3 professional development sessions facilitated by the Inquiry Team.
- All classroom teachers will have met with grade leaders on content teams to review progress on student performance at least 6 times.
- All classroom teachers will have been rated in Danielson indicator 4E for 50% of their overall number of observations.

Progress toward this goal will be measured by classroom observation and ratings on Danielson component 3d.

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

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

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

Part 1 – Needs Assessment

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

As per our School Quality Guide, 96% of teachers agree that leaders of this school place a high priority on the quality of teaching.

All professionals are engaged in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved learning.

Strengths:

- Advance MOSL Detail Report – 95% of teachers received an overall rating of effective or highly effective in Domain 4e (Growing and Developing Professionally)
- Grade leaders and PD committee members offered support and provided professional development to the staff
- All grades (Pre-K – 5) have at least 3 common preps

Needs:

Using the professional development in Domain 1e (Designing Coherent Instruction) to increase student outcomes

Part 2 – Annual Goal

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

By June 2016, there will be a 7% increase in highly effective ratings for teachers in Domain 1e (Designing Coherent Instruction) as measured by formal and informal observations. This increase will result in 30% of teachers receiving a highly effective rating as evidenced by Advance data.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Create a School Cabinet comprised of teachers representing all grade levels to meet monthly with Administration.</p>	<p>All Teachers</p>	<p>September 2015-June 2016</p>	<p>Teacher Representatives, Administrators, Support Staff</p>
<p>The School Cabinet will create a staff survey designed to gather feedback from staff on key school issues as well as measures of staff satisfaction.</p>	<p>All Teachers</p>	<p>September 2015-June 2016</p>	<p>Teacher Representatives, Administrators, Support Staff</p>
<p>Our school’s Professional Development Committee will meet every 2 months with Administration to reflect on current professional development opportunities and offer suggestions for future professional development plans.</p>	<p>All Teachers</p>	<p>September 2015-June 2016</p>	<p>Teacher Representatives, Administrators, Support Staff</p>
<p>Research and provide appropriate topics and providers for in house professional learning opportunities. Research and provide information on appropriate topics and providers for outside professional learning opportunities. PD Committee meetings SLT meetings Principal and Assistant Principals open-door policy</p>	<p>All teachers and staff</p>	<p>Ongoing throughout the year: September 2015-June 2016 as well as Monday afterschool PD time</p>	<p>Principal/assistant principal, UFT chapter leader, PD committee</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>Teachers, Administration, Monday professional development time, and scheduling adjustments for Cabinet and Professional Development Team meetings.</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
<p>X</p>	<p>Tax Levy</p>	<p>X</p>	<p>Title I SWP</p>	<p></p>	<p>Title I TA</p>	<p></p>	<p>Title II, Part A</p>	<p></p>	<p>Title III, Part A</p>	<p>Title III, Immigrant</p>

	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other
--	-----	--	--------------------------------	--	---------	--	------------	--	---------	---	-------

Part 5 – Progress Monitoring

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

By February 2016, the School Cabinet will have met at least 4 times. The School Cabinet will have surveyed the staff twice regarding key school issues and staff satisfaction. This data will be analyzed to inform future school decisions and help determine areas of improvement. The school Professional Development Committee will have met at least three 3 times to reflect on professional development opportunities and offer suggestions for future professional development. Every teacher will have participated in at least one full DYO professional development cycle.

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

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

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

Part 1 – Needs Assessment

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

As reflected in the 2013-2014 School Learning Environment Survey, 97% of parents are satisfied with the education that their child has received. 95% of parents feel that the school offers a wide enough variety of courses, extracurricular activities, and services.

As per the 2013-2014 School Learning Environment Survey, 63% of parents have been invited to a school event (workshop, program, performance, etc...) more than 3 times a year

Part 2 – Annual Goal

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

By June 2016, the number of parent committees supporting our school will increase from 2 (SLT and PTA) to 5 (Fundraising, School Celebrations/Family Engagement, Health and Wellness Committee, SLT, & PTA) Progress towards this goal will be measured through regular reviews of team agendas, minutes, and action plans.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Create additional parent committees: celebration/school event committee, the gardening committee, the wellness committee, and the social emotional committee. They will meet monthly</p>	<p>Parents</p>	<p>September 2015-June 2016</p>	<p>Administrators and Parent Coordinator</p>

during parent engagement time with an administrator, our parent coordinator, and teacher representatives.			
The work of each committee will be to create a mission statement to guide the work of the committee across the school year. Each team will then create a year-long action plan as well as mechanisms to gather feedback on their work and structures to monitor their progress towards their goals. Each committee will be responsible for the planning, implementation and follow-up of the work of their team.	Parents	September 2015-June 2016	Administrators, Parent Coordinator, Parent Committee Members

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
One Tuesday afternoon Parent Engagement Time a month will be devoted to committee meetings so that teachers and administrators can participate in meetings. Schedule adjustments will be made as necessary to accommodate committee activities and events.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
By the end of January 2016, the 3 newly formed school committees will have mission statements and action plans in place for the work of the committee. Each committee will commit to one school based activity or project to be implemented during the 2015- 2016. Progress towards this goal will be measured through regular reviews of team agendas, minutes, and action plans.											
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	<p>K – Gr. 2: Reading two or more levels below benchmark in TCRWP reading level for grade</p> <p>Gr. 3 – 5: Reading two or more levels below benchmark in TCRWP reading level for grade and/or Performance Level 1 or 2 score on the 2015 NYS ELA</p>	<p>Students at risk for ELA will be instructed utilizing the following programs/strategies: re-teach of the mini lesson, guided reading, strategy lessons, Wilson/Fundations support, Level Literacy Intervention</p> <p>At-risk instruction (Level 1 and 2 students) or enrichment instruction (Level 3 and 4). Programs include additional literacy support, small groups, and guided groups.</p>	<p>Staff will deliver the instruction through flexible, small groups and one-to-one support.</p> <p>Staff will deliver the instruction through flexible, small groups and one-to-one support.</p>	<p>During the school day, after school and Saturday School</p>
Mathematics	<p>K – Gr. 2: Score of 50% or below on the previous grade’s End of Year Go Math! Summative Assessment</p> <p>Gr. 3 – 5: Score of 50% or below on the previous grade’s End of Year Go Math! Summative Assessment and/or Performance Level 1 or 2 score on the 2015 NYS Mathematics Test</p>	<p>Students at risk for Math will be instructed utilizing the following programs/strategies: re-teach of the mini lesson, remedial strategy work, automaticity with math facts, and Go Math program which includes an RTI component and an enrichment piece.</p> <p>All students in grades 3-5 may attend after school and Saturday</p>	<p>Staff will deliver the instruction through flexible, small groups and one-to-one support.</p> <p>Staff will deliver the instruction through flexible, small groups and one-to-one support.</p>	<p>During the school day, after school and Saturday School</p>

		<p>school programs for at-risk instruction (Level 1 and 2 students) or enrichment instruction (Level 3 and 4).</p> <p>Math cluster teacher supports all grades in push-in program to allow for small groups and targeted instruction.</p>		
Science	<p>Teacher recommendation and/or</p> <p>Performance Level of 1 or 2 on the 2015 NYS Science Test</p>	<p>Students will receive support in science by engaging students in grade appropriate reading of targeted non-fiction science texts through shared, close reading, guided and independent reading</p>	<p>Staff will deliver the instruction through flexible, small groups and one-to-one support.</p>	<p>During the school day, after school and Saturday School</p>
Social Studies	<p>Teacher recommendation; teacher created assessments</p>	<p>Students will receive support in social studies by engaging students in grade appropriate reading of targeted non-fiction social studies texts through shared, close reading, guided and independent reading.</p>	<p>Staff will deliver the instruction through flexible, small groups and one-to-one support.</p>	<p>During the school day, after school and Saturday School</p>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>Referral of students by classroom teacher to the Child Study Team for review and determination</p>	<p>At-risk guidance service supports students in need and provides whole class support. Other types of counseling supports are pulling out/pushing in to support students that are struggling due to either academic or social issues. This service is provided to specific students identified by our PPT Team in conjunction with the parent. Identified students</p>	<p>One to one/Small group</p>	<p>During the school day, after school and Saturday School</p>

		are pulled out to work one on one or in a group with the guidance counselor, psychologist or social worker.		
--	--	---	--	--

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.
All staff at P.S. 164 are highly qualified. To encourage professional growth and retain teachers, P.S. 164 provides ongoing professional development to teachers based on professional goals, interests, needs assessment, Danielson data and current trends. Professional development is provided by, but not limited to, school-based administration, school-based instructional leads, Teachers College, CFN 409, CITE staff developer, and other contracted providers. Teaching assignments are determined by administration based on instructional needs of students and with consideration of teacher preference.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Several times throughout the year, teachers complete a Professional Development Survey indicating their greatest areas of interest and need. Throughout the year we will continue to provide opportunities for professional development on the following topics: Teachers College curriculum and implementations, Go Math! Curriculum and implementation, MOSL, technology, parent involvement, Foundations, Teacher Effectiveness, Integrated Co-Teaching, academic vocabulary, close reading, best practices for IEPs, assessments, analyzing data, best practices for ELLs, text complexity, Music instruction, vocabulary acquisition, counseling, RTI, UDL, strategies for supporting various subgroups, DOK, CCLS and Instructional Shifts.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

--

Part 4: SWP Schools Only

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

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

Parents and children are invited to an Open House where PreK teachers introduce elementary school expectations and curriculum. Letters are sent over the summer to parents welcoming parents to the school community. The letters also ask parents to begin preparing their children for the separation process. At the end of the school year we host a Meet and Greet breakfast in our school yard for new incoming families as well as returning families.

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.

We have formed a MOSL committee that has met and agreed upon assessments to be administered this year. Grade level meetings are opportunities where assessment measures and growth of students are discussed. Data Team meetings are held regularly to analyze assessment data and decisions are made to drive instruction.

We have also formed a Professional Development committee that meets monthly to discuss weekly professional development opportunities for staff. The committee reviewed all surveys and prioritized based on the needs of the school.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	458,154.00		See action plan
Title II, Part A	Federal	122,644.00		See action plan

Title III, Part A	Federal	11,896.00		See action plan
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,000,133.00		See action plan

¹Explanation/Background:

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

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

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

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

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

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

- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **P.S. 164** in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **P.S. 164** will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;

- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

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

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

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

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

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

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

School-Parent Compact (SPC) Template

PS 164 in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>20K164</u>	DBN: <u>20K164</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>70</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>4</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>3</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The Title III supplemental programs will consist of two afterschool programs. The first Title III program will consist of two classes and will serve Intermediate and Advanced ELLs in grades 2 through 5. This Title III afterschool program will meet from the end of March through May this school year and continue in March through May for the 2015-2016 school year. The focus of this Title III program will be on strengthening students' speaking, listening, reading and writing to prepare for the NYSESLAT. To create an engaging program, we will purchase new Getting Ready for the NYSESLAT books from Attanasio & Associates, Inc. which includes all Phase I changes. We will also purchase Scholastic Guided Reading Short Reads. Guided Reading Short Reads gives students the practice they need to read and understand the complex, informational texts that they encounter every day. Short Reads offers a wide range of subjects and text types and allows students to expand their academic and domain-specific vocabulary and deepen their comprehension and analytical skills. The classes will meet twice a week for four weeks at 1.5 hour sessions. This program will be taught by our certified ESL teacher, Mr. Fishbane and a current fourth grade teacher Ms. Hidalgo who is a certified general education teacher with 16 years of experience as a literacy teacher and a classroom teacher. The second program will meet from May 7, 2015 through June 18, 2015 for two hours per week and will continue in May and June of the 2015-2016 school year. This afterschool program will be a family literacy program that will serve our ELL newcomers in grades K-5 and their families. This Title III afterschool program will focus on language and vocabulary development through high interest fiction and non-fiction texts paired with engaging hands-on experiences. Students will use the Language Power program from Teacher Created Materials which will be purchased with Title III funds. Language Power is a highly differentiated, thematically-based instructional resource. There is a K-2 Kit and a 3-5 Kit as well as supplemental texts that will be purchased for all students in the Title III program. This program will meet once a week for six weeks at 2 hour sessions. We posted district wide posting for an ESL teacher for this second program and no one responded to the posting. Next we did a citywide posting for an ESL teacher to work the program and no one applied. The ESL teacher in the school did want to do this second program. Therefore the program will be taught by one of our current second grade teachers, Ms. Daly, who is a certified general education teacher with a Masters in Reading and has 28 years of experience. A bilingual Chinese paraprofessional and a bilingual Spanish paraprofessional will also work this program to best meet the needs of our school community.

Part C: Professional Development

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

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

Begin description here: All Title III Program staff will receive training from CITE on working with English Language Learners. CFN409 Talent Coach, William Kirk will work with Title III teachers on Specific Considerations for English Language Learners. Throughout the 2014-2015 and 2015-2016 school years we will hold workshops for Title III teachers throughout the year on vocabulary acquisition, using technology to engage ELLs, differentiation, and effective methods for working with ELLs. This

Part C: Professional Development

professional develop will directly impact and guide instruction throughout the Title III afterschool programs throughout 2016.

Part D: Parental Engagement Activities

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

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

Begin description here: Our first Title III afterschool program was designed to engage Title III parents of P.S.164 while strengthening students' vocabulary. Two teachers, a bilingual Chinese paraprofessional and our bilingual Spanish Parent Coordinator will engage these students and their families in literacy activities. The purpose is to teach families how to help their children strengthen their reading and writing skills regardless of their native language. Our bilingual Spanish Parent Coordinator will participate as a translator and liaison to the parents. This year we will also have many Mandarin speaking families participating in this Title III afterschool program. Ms. Zhang a bilingual paraprofessional will also work during this program to translate and help these families new to our school community feel engaged and at home. This program was promoted at our School Leadership Team Meeting and Parents Association Meeting with translators. Translated invitations will be sent home with students via backpack. We will also post signs at entrances throughout the building and the librarian will post the invitation on the school's website. In addition, we will be hiring CITE to come in and host a Parent Workshop titled "Helping Your ELL Child Learn English." This workshop will focus on ways parents and guardians can help their children acquire English language skills whether they speak the language or not. IT will also provide ways that parents and guardians can enhance their own proficiency in English. This workshop is 90 minutes long and will be tailored to meet the needs of our Title III parents. Parents will receive a variety of handouts in their native language.

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials	_____	_____

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

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 20	Borough Brooklyn	School Number 164
School Name Caesar Rodney		

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 Erica Steinberg	Assistant Principal Melissa Jamieson
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher Craig Fishbane	School Counselor Patricia Mulhall
Teacher/Subject Area Elena Levin/ENL	Parent Dianey Sanchez
Teacher/Subject Area Kim Molloy/ Spec. Ed ICT/AIS	Parent Coordinator Solange Cisneros Steinert
Related-Service Provider Ramon Delgado/Psychologist	Borough Field Support Center Staff Member Jo Ann Benoit
Superintendent Karina Costantino	Other (Name and Title)

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

D. Student Demographics

Total number of students in school (excluding pre-K)	537	Total number of ELLs	101	ELLs as share of total student population (%)	0.00%
--	------------	----------------------	------------	---	--------------

Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	137	Newcomers (ELLs receiving service 0-3 years)	72	ELL Students with Disabilities	25
SIFE	3	Developing ELLs (ELLs receiving service 4-6 years)	29	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	72	3	18	29	0	7				0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 14

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	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																			
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	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								
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
TOTAL	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	11	8	12	4	3	8								0
Chinese	18		4											0
Russian	1	1												0
Bengali	5	1		2	2	1								0
Urdu														0
Arabic		1												0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	2	5	3	1	6	2								0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	3	0	1	1	1	0	0	0	0	0	0	0	0	0
Emerging (Low Intermediate)	8	3	1	2	1	0	0	0	0	0	0	0	0	0
Transitioning (High Intermediate)	3	2	1	1	2	2	0	0	0	0	0	0	0	0
Expanding (Advanced)	21	7	11	2	3	9	0	0	0	0	0	0	0	0
Commanding (Proficient)	2	4	5	1	4	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	0	0								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	4	12	14	6	5								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	6	2			0
4	8	3			0
5	9				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	4		4		1				0
4	6		5						0
5	8		2						0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									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.
 P.S. 164 uses a variety of tools to assess the early literacy skills of our ELLs. These tools include Fontas and Pinnell and TCRWP Running Records and assessments. The data from these tests reveal that our newly arrived ELLs need support in phonics, vocabulary acquisition and decoding as well as higher-order thinking skills. By utilizing this data, we are prepared to meet the needs of these students, providing support during the entire school day, including both classroom time and ENL periods. As our students become more proficient in English, the data indicates that more support is required in vocabulary acquisition and higher-order thinking skills.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 There are several data patterns that have emerged across the performance levels and grades on the NYSITELL and NYSESLAT. First, students entering the school system for the first time have made substantial and consistent progress in English language acquisition. In 2015, only four children in the entire school scored at the entering level on the NYSESLAT. This occurred in spite of the fact that virtually all of our kindergartners had raw scores close to zero on the NYSITELL. A second pattern is that students have generally made a consistent rise up the ladder of proficiency levels across the grades. This has resulted in 17 out of 26 students in the upper grades (3-5) reaching a proficiency level of expanding or higher. A third pattern is that although our students have generally improved from year to year, many still are not able to reach fully proficiency. For instance, in 2015, only 5 of the 26 students in the upper grades reached the level of commanding on the NYSESLAT.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 The data provided is used to focus on the progress toward achievement of proficiency for ELLs. It helps to design instructional programs and interventions for those students. This tool helps us measure progress towards meeting students goals and helps teachers target interventions for at risk students.
- 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. Our ELLs are struggling to meet the state standards in English, Math and Science. According to the most recent available data, only one of our current fifth graders and none of our fourth-graders scored at levels three and four. In Math, only one fourth-grader and two fifth-graders scored at levels three and four. These numbers have occurred in spite of the fact 13 of our 16 ELLs in grades 4 and 5 in 2015 have reached NYSESLAT proficiency levels of expanding or higher. This discrepancy reflects the more challenging standards of the Common Core. The testing data indicates that beginning students need to build speaking and writing skills as a gateway to developing reading and listening skills. Transitioning students require a higher concentration on their Reading and Writing skills, while continuing to provide instruction in oral language skills. Expanding students need to mostly concentrate on developing their Reading and Writing skills.

b. Much like the NYSESLAT results, the Period Assessments indicate that our ELLs need more instruction in academic vocabulary and higher-order reading comprehension. Following the model provided by staff developer Doug Ricketts in 2014, all teachers in the school have been redesigning classroom instruction for ELLs with an increased emphasis on utilizing writing to improve reading comprehension. There will be an intense focus on developing academic vocabulary and oral language skills as a gateway to these more rigorous activities. P.S. 164 has intensified instruction in the higher-order language skills students need to pass the NYSESLAT. To help ease and accelerate this process, our classroom teachers have received staff development from our ESL instructors on the methods of scaffolding instruction and providing direct vocabulary instruction to enable our English Language Learners to meaningfully participate in classroom lessons. Content-area social studies and science lessons are provided in the ESL classroom. Our math cluster will be providing targeted instruction to help ELLs acquire math vocabulary and grasp mathematical language. Our Russian, Chinese and Spanish provide native language support in the content areas.

c. P.S. 164 has found that the ELL Periodic Assessments reinforce our conclusions that our advanced ELLs require additional support in reading comprehension and writing and that our beginners need more assistance in oral language.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RTI Guide for Teachers of ELLs](#).]

The Language Proficiency Team (LPT) used data from state tests (including the NYSESLAT, the ELA and the New York State Mathematics Exam), city-wide periodic assessments, in-house formative assessments and portfolio assessments to determine what interventions are required for individual ELLs and what changes are required for the core program to support the learning of all ELLs. Following the framework of RTI, the school's primary focus is core instruction in the classroom. Testing data indicates a steady progression of most students from the beginning level of language acquisition to the advanced level. There has been a school-wide pattern of transitioning students in the upper grades having difficulty in attaining full proficiency. Our LPT has worked with consultants and have come to two conclusions: 1) that this is a city-wide problem, not confined to our school and 2) that a key method for addressing this challenge is intensive vocabulary instruction. Our LPT thus determined that core instruction needed to be changed to meet the needs of our ELLs. Our faculty has undergone staff development in explicit vocabulary instruction, utilizing the approaches demonstrated in the professional text "Bringing Words to Life" (Kukan). Our LPT team has also determined that to meet the rigorous demands of the Common Core, faculty will require staff development in utilizing complex texts for English Language Learners. Staff developers from Teacher's College will begin providing this training in the fall of 2015. Our ELL specialist from our network will also support us in teaching ELLs.

Although we strive to implement a core instructional unit that meets the needs of all ELLs, there will be children who require further interventions. Following the RTI guidelines, struggling students are evaluated through multiple assessments, both in English and in the native language. The school screens all newcomers when they are first admitted to determine the level of prior schooling and prepare to address any special learning needs. The LPT meets as needed to evaluate the needs of any struggling English Language Learner. Support services may include: bilingual instructional support by a licensed paraprofessional, phonics and decoding classes with the SETSS teacher in the Wilson Program, targeted small-group AIS instruction in math or literary and guidance counseling. For students who are not responsive to these Tier 2 and Tier 3 interventions, the Language Proficiency Team team will then determine if the child should be referred and evaluated for appropriate services.

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

Classroom teachers confer with the ENL teachers at the beginning of the school year to discuss the ability levels of their ELLs. ELLs are grouped according to ability for guided Reading, Math and content-area lessons. These students are provided instructional scaffolds, including the pre-teaching of new vocabulary for content-area lessons. Classroom teachers and the ENL teachers collaborate to prepare ELLs for grade-level tasks. Professional development is provided to assist classroom teachers modify instruction to meet the needs of their ELLs based on performance levels. Teachers design lessons with language objectives to meet and expand the proficiency levels of all students, from Entering to Commanding.

7. For dual language programs, answer the following:

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

N/A

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

The Language Proficiency Team at PS 164 evaluates the success of our ENL and ELL programs through standardized testing, portfolio assessment and teacher observations. As measured by the NYSESLAT, we realize there is room for improvement. The school has been successful at moving students to higher levels of English proficiency but has had some difficulty in helping the most advanced students reach the commanding level of proficiency. For instance, in 2015 there were 12 students who reached the commanding level on NYSESLAT but only 4 who scored at the entering level. The data indicates that these students have been struggling with reading comprehension. These struggles are highlighted in the ELA scores, where only one ELL scored above level 2. Similarly, only three ELLs reached proficiency in math. Our in-house evaluations (along with the latest research) indicate that the greatest problem for our ELLs is in the content area of academic language. Our students--while learning a new language--must also utilize that language to comprehend a challenging curriculum. To help accelerate this process, our classroom teachers have received staff development from our ENL instructors on the methods of scaffolding instruction and providing direct vocabulary instruction to enable our English Language Learners to meaningfully participate in classroom lessons. Content-area social studies and science lessons are provided in the ENL classroom. Our Math cluster will be providing targeted instruction to help ELLs acquire Math vocabulary and grasp mathematical language.

Part IV: ELL Identification Process

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

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

ELL IDENTIFICATION PROCESS

1. P.S. 164 finds it essential to ensure that all ELLs and potential ELLs are properly identified. This begins at registration. All parents of incoming students are given a Home Language Identification Survey (HLIS) and then given an initial interview by a licensed pedagogue. Teachers trained to administer this interview include our ENL teachers (Mr. Fishbane, Ms. Levin and Ms. Molloy). The school provides interpreters in the parent's native language to ensure that the proper information is provided about the new students. The school has onsite interpreters in Spanish (including the parent coordinator--Ms. Soto-- paraprofessionals--Ms. Toro, Ms. Berton and Ms. Haymondos--and teachers, Ms. Crespo and Ms. Guerron), Russian (Ms. Levin.), Chinese (a paraprofessional, Ms. Zhang) and Bengali (a paraprofessional, Ms. Ruhul) If an interpreter is required in another language, the school contacts the Translation and Interpretation Unit for assistance. Both the parent and the child are interviewed to ensure that the HLIS is completed accurately. Once the home language survey is completed, the ENL coordinator, Mr. Fishbane, will then use the HLIS to make a determination, following city guidelines, whether or not a child is to be tested with the NYSITELL. All students who are eligible will be tested within ten days by a licensed ENL teacher. All students who are eligible for the Spanish LAB (children who did not pass the NYSITELL and have Spanish as their home language) are tested within 10 days by a licensed classroom teacher who is fluent in Spanish, including Ms. Crespo and Ms. Molloy. For transfer students, the ENL coordinator is notified by the pupil accounting secretary every time a child is newly admitted into the school. The ENL coordinator will check these children's electronic records on ATS and, if necessary, consult with the previous school to determine that child’s status. Any transfer student who needs to be tested will be tested within ten days of admission. Any transfer student who is already entitled to ENL services will participate in an appropriate program. The ENL teachers meet with the administration after the initial NYSITELL testing period has concluded and present a roster of eligible students.

All ELLs take the NYSESLAT each year. The ENL and Testing Coordinators (Craig Fishbane and Melissa Jamieson) utilize the ATS NYSESLAT eligibility report to ensure that all entitled students are scheduled for this exam. They carefully check the ENL rosters to make sure that newly admitted students who do not yet have their LAB-R scanned onto ATS are also included on the testing roster. The ENL Coordinator collaborates with the administration to schedule the four sections of the test for each eligible student. Students are tested by licensed classroom and ENL teachers. Groups sizes for the testing vary according to IEP mandates. The number of teachers needed varies from year to year, depending on the number of ELLs. Teachers who regularly proctor the exam include Ms. Levin, Ms. Molloy, Ms. Krueger and Ms. Connolly. For kindergarten and first grade students, the school schedules one or two paraprofessionals to assist the classroom teacher in the testing room. Careful attendance records are maintained to make sure than all students receive all four sections of the test. Makeups are scheduled for children who are absent for a particular section. All testing is conducted during the state mandated testing period.

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).

All students are interviewed with their parents at registration to determine the previous level of formal education. For students in grades three through five who have scored at the beginning or low intermediate levels of the NYSITELL, if they are determined to

have interrupted formal education as determined by the interview questionnaire, they are administered the LENS (if the appropriate language is available.) The school will make a determination within 30 days of these students are SIFE. Portfolios of student work will be used to determine at the year's end if the SIFE status is appropriate.

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).

All parents of incoming students with IEPs are given a Home Language Identification Survey (HLIS) and then given an initial interview by a licensed pedagogogue. Teachers trained to administer this interview include our ENL teachers (Mr. Fishbane, Ms. Levin) our Special Education Liaison/IEP teacher (Ms. Lynch) and our AIS provider (Ms. Molloy). The school provides interpreters in the parent's native language to ensure that the proper information is provided about the new students. The school has onsite interpreters in Spanish (including the parent coordinator--Ms. Cisneros-Steinert-- paraprofessionals--Ms. Toro, Ms. Berton and Ms. Haymondos--and teachers, Ms. Crespo and Ms. Molloy), Russian (Ms. Levin.), Chinese (a paraprofessional, Ms. Zhang) and Bengali (a paraprofessional, Ms. Ruhul) If an interpreter is required in another language, the school contacts the Translation and Interpretation Unit for assistance. Both the parent and the child are interviewed to ensure that the HLIS is completed accurately. Once the home language survey is completed, the ENL coordinator, Mr. Fishbane, will then use the HLIS to make a determination, following city guidelines, whether or not a child is eligible to be tested with the NYSITELL. Mr. Fishbane will then consult with Ms. Lynch, the SETSS teacher, and Mr. Delgado, the school psychologist to determine if the child has language acquisition needs and therefore requires NYSITELL administration or if the child has learning needs that are not language-related and therefore does not have to be tested. All students who are eligible will be tested within ten days by a licensed ENL teacher. All students who are eligible for the Spanish LAB (children who did not pass the NYSITELL and have Spanish as their home language) are tested within 10 days by a licensed classroom teacher who is fluent in Spanish, including Ms. Crespo and Ms. Molloy. Once a student with an IEP is identified as an ELL, the ENL coordinator immediately notifies Ms. Lynch, the SETSS teacher, to update the student's IEP. Members of the Language Proficiency Team will meet with members of the School Assessment Team to determine the best ways to meet the child's learning needs, consulting with the parent on matters such as program placement. Members of the LPT include the two ESL teachers, Mr. Fishbane and Ms. Levin, the Guidance Counselor, Mr. Delgado, the Special Education teacher, Ms. Crespo, the SETSS teacher, Ms. Lynch and the administration. ENL program placement will begin immediately following the teams recommendation. The timeline for parents to accept or reject this recommended program is 20 days.

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 nonentitlement letters are prepared during Tuesday afternoon administrative periods when necessary. The ENL coordinator maintains a list of all students tested within the previous week.

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 receive written notification of their right to appeal within 45 days in the notification letters that inform parents that their children have been placed in an ENL or bilingual program. These letters are written in the home language of the family.

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

The default placement for all incoming ELLs is in a bilingual class. However, at PS 164, due the requests of our parents as indicated on the Parent Surveys, all of our English Language Learners are participating in a freestanding ENL program. Parents have overwhelmingly been requesting English as a Second Language programs for their children. This has been a long-standing trend over the years at P.S. 164. To assure compliance with city, state and federal regulations, P.S. 164 offers all parents an opportunity to learn about frestanding ENL, bilingual and dual language programs at orientation sessions. Presentations are made by the school's ENL teachers throughout the school year. Orientations are held within ten days of the admission of newly arrived ELLs into the school. At the orientation, a city-designed video is shown, ENL teachers describe the various programs and answer parent questions. The presentations are translated into Spanish, Bengali, Russian and other appropriate languages for the parents in attendance. For the few parents who have requested bilingual services in the past, we have offered transfer options to schools that do feature appropriate bilingual classes for their children. Parents are notified in writing whenever an appropriate bilingual program in the district is available for their child. Additionally, parents are notified in writing when an appropriate bilingual program in the school is newly opened and available for their child.

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.

For parents of incoming ELLs, Parent Surveys and Program Selection Forms are distributed at Parent Orientation meetings. The school is vigilant in making sure these forms are returned in a timely manner, assuring parents that their children are given the program of their choice. If necessary, teachers will meet with parents after-school or make home phone calls to assure that these forms are returned. Decisions about student placement are always made in consultation with parents. Typically, during a Parent Orientation meeting, our ENL teachers will meet with each parent individually to discuss their child's needs. If a parent needs further opportunities for discussion, our ENL teachers and/or the principal will meet with parents to discuss program options. Whenever necessary, an interpreter in the native language will be provided. The ENL coordinator, Craig Fishbane, monitors the Parent Survey and Program Selection Forms, notifying the principal of parent choices after each Parent Orientation meeting. The principal will follow through on necessary arrangements to make sure children are served in the program their parents have chosen. As mentioned above, the overwhelming trend at P.S. 164 has been a preference for ENL classes. When we have had a parent requesting a bilingual program that is not available in the school, we have promptly provided written notification about the closest schools offering bilingual classes in the appropriate language. Parents are notified in writing in their home language that when the requisite number of parents choose to have a bilingual program, such a class will be opened to meet their request. If bilingual class opens in the school, parents who have previously requested a bilingual class in that language will be notified in writing and their child will be offered a seat in that class.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. The ENL coordinator maintains a list of all students who have not returned the Parent Survey and Program Selection forms. If a student does not return the form promptly, a letter is sent to the home in the appropriate language, followed-up by a phone call in the home language if necessary. Parents are invited to meet with the ENL teachers during Tuesday parent conferences if they have further questions about the Survey and Selection Forms.
9. Describe how your school ensures that placement parent notification letters are distributed. PS 164 considers it essential to distribute parent notification letters in a timely manner. These letters--indicating entitlement, nonentitlement or continuing entitlement--are distributed within five days of NYSITELL testing. Letters are provided in the appropriate languages. The ENL teachers are responsible for distributing the letters and maintaining the signed copies that are returned to school. These letters are placed by the ENL teachers in each child's cumulative record folder, with office copies maintained as well.

For parents of incoming ELLs, Parent Surveys and Program Selection Forms are distributed at Parent Orientation meetings. The school is vigilant in making sure these forms are returned in a timely manner, assuring parents that their children are given the program of their choice. If necessary, teachers will meet with parents after-school or make home phone calls to assure that these forms are returned. Decisions about student placement are always made in consultation with parents. Typically, during a Parent Orientation meeting, our ENL teachers will meet with each parent individually to discuss their child's needs. If a parent needs further opportunities for discussion, our ENL teachers and/or the principal will meet with parents to discuss program options. Whenever necessary, an interpreter in the native language will be provided. The ENL coordinator, Craig Fishbane, monitors the Parent Survey and Program Selection Forms, notifying the principal of parent choices after each Parent Orientation meeting. The principal will follow through on necessary arrangements to make sure children are served in the program their parents have chosen. As mentioned above, the overwhelming trend at P.S. 164 has been a preference for ENL classes. When we have had a parent requesting a bilingual program that is not available in the school, we have promptly provided written notification about the closest schools offering bilingual classes in the appropriate language. Parents are notified in writing in their home language that when the requisite number of parents choose to have a bilingual program, such a class will be opened to meet their request. If bilingual class opens in the school, parents who have previously requested a bilingual class in that language will be notified in writing and their child will be offered a seat in that class.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). The original copies of the HLIS, non-entitlement, entitlement and related forms are placed in each child's cumulative record folder by the ENL teacher. The school maintains copies of ELL documentation in the main office. The ENL teachers prepare and update the files each year under the supervision of the assistant principal.
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. All ELLs take the NYSESLAT each year. The ENL coordinator confirms the list of eligible students by checking both the school ENL rosters and the NYSESLAT Eligibility Roster on ATS. The ENL coordinator collaborates with the principal to design a testing schedule that is organized around appropriate grade-bands and testing modifications indicates on student IEPs. The ENL coordinator and Testing Coordinator hold a meeting with all proctors are familiar with City and State testing guidelines are to ensure that all security procedures are followed. The dates for all four components of the test are determined by the principal in October. Attendance is taken by the test proctors during the administration of each section of the test to assure that all students are administered each component of the exam.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. The ENL coordinator monitors student NYSESLAT scores from the previous school year each September and sends out appropriate notification letters at the start of the new school year's ENL program. The ENL coordinator and other ENL teachers hand out letters to each student and collect the signed letters the following school day.
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).
- Currently, all of our English Language Learners are participating in an ENL program. This is consistent with the requests of our parents. Parents have overwhelmingly been requesting English as a New Language programs for their children. This has been a long-standing trend over the years at P.S. 164. For the last three years, no more than 9 parents have requested a bilingual program. Parents have requested bilingual programs in Spanish and Bangla but not in the numbers necessary for the formation of a bilingual class. When parents do request a bilingual program, the school provides them with information about which schools in the district offer bilingual classes in their native language. Since the trends in parent choice have been overwhelmingly in favor of ENL classes, we plan for large ENL programs in the future.

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 ENL program in P.S. 164 is taught by two licensed instructors. It features a blended model of instruction, incorporating both integrated and stand-alone programs. We tailor our program to best meet the needs of our students. Our ENL teachers pull students out of the classroom to provide small group instruction in stand-alone classes. Our ENL teachers push-in to provide additional support in the classroom in integrated classes. Our stand-alone classes are homogenous so that instruction can be tailored to meet each child's individual needs. Our integrated classes are more heterogeneous, with the ENL teacher using a variety of approaches to help different students succeed in their classroom environment. The school follows student guidelines for determining the number of periods per week that each ELL is served, including the mandated minutes in integrated and/or stand-alone ENL programs. Beginners receive 180 minutes of integrated ENL and 180 minutes of stand-alone each week. Emerging students receive 180 minutes of integrated ENL and at least 90 minutes of weekly stand-alone, with the other 90 minutes flexible, depending on student needs. Transitioning students receive 90 minutes of weekly integrated ENL, with the other 90 minutes flexible, depending on student needs. Advanced students receive 180 minutes of weekly integrated ENL services. Proficient students who have passed the NYSESLAT within two years receive 90 minutes of weekly integrated services. Integrated services are provided during ENL/ELA lessons. The principal and ENL coordinator meet in September to ensure that all ELLs are scheduled for the appropriate amount of service. In addition to daily ENL classes, our English Language Learners receive specialized instruction in the classroom. Our classroom teachers receive regular staff development on incorporating ENL principles and practices in the classroom. Classroom teachers focus on providing academic vocabulary and language objectives into their lessons to enable their ELLs to participate in all Common Core activities in the classroom.
- b. TBE program. *If applicable.*
N/A
- c. DL program. *If applicable.*
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
- a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
- The school follows student guidelines for determining the number of periods per week that each ELL is served, including the mandated minutes in integrated and/or stand-alone ENL programs. Entering receive 180 minutes of integrated ENL and 180 minutes of stand-alone each week. Emerging students receive 180 minutes of integrated ENL and at least 90 minutes of weekly

stand-alone, with the other 90 minutes flexible, depending on student needs. Transitioning students receive 90 minutes of weekly integrated ENL, with the other 90 minutes flexible, depending on student needs. Expanding students receive 180 minutes of weekly integrated ENL services. Commanding students who have passed the NYSESLAT within two years receive 90 minutes of weekly integrated services. Entering and Emerging students receive ENL/ELA instruction during their integrated sessions. Transitioning, Expanding and Commanding students may receive content-area instruction during integrated sessions. The determination of which subject matter is to be covered during integrated sessions for these students will be made by the classroom teachers in collaboration with the ENL teacher, based on student learning needs.

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.

Our school is committed to meeting the demands of the Common Core Learning Standards. Our ELLs are expected to read, interpret and analyze a variety of grade-appropriate complex texts across each content area. P.S. 164 has a variety of targeting intervention programs to meet in the needs of ELLs, both in ELA and in the content areas. Our school maintains an intense focus on content-area ENL lessons. Our ENL teachers incorporate Social Studies and Science themes into their study units, combining language learning with content-area instruction. Our science and social studies cluster teachers will use ENL techniques and hands-on learning to introduce new concepts to English Language learners. Our math cluster provides small-group support to ELLs to enhance the acquisition of math vocabulary and concepts. Classroom teachers provide content-area instruction with the awareness that, for ENL students, two lessons are being learned at once: a set of new concepts and a set of new words and phrases to describe the concepts. Teachers are receiving extensive staff development on building ELL academic vocabulary, engaging ELLs with high-order questioning, incorporating language objectives into lessons and utilizing writing as a means for developing a deep comprehension of complex texts. ELLs are expected to participate fully in all classroom activities with instruction scaffolded to meet their learning needs. Materials used for the ENL programs include the On Our Way to English Kit by Rigby, the Scott Foresman ESL texts, leveled trade books and teacher-made texts.

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

In order to ensure that all ELLs are appropriately evaluated in their native language, our school's testing coordinator meets with the ENL coordinator in November to determine which children would benefit from standardized testing in the native language. Classroom teachers, ENL teachers and administrators will meet with students in grades 3-5 to jointly decide if these children would benefit from a translated test and/or testing with an interpreter. Factors determining this decision include: the child's proficiency in native language literacy, years of schooling in the native country and the child's knowledge of content-area terms in the native language. If it is determined that a child will benefit from a translated test, the classroom teacher will be provided with the materials (glossary, native language texts) that will help the child prepare for this testing.

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

Student listening, reading and writing skills are evaluated through Periodic Assessments during the school year, as well as teacher-designed assessments in both the classroom and the ENL class. Listening and speaking skills are assessed in the ENL classroom through a teacher-designed checklist. Reading and Writing skills are assessed through rubric-based analysis of student classwork, as well as MOSL, Teachers College running records, Fontas and Pinnel, Go Math, and Exemplars.

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. In P.S. 164, we have had only one student identified as SIFE in recent years. Nonetheless, since SIFE students are children in dire need, we are well prepared to meet the needs of these students, if they arrive in our school. First, of course, these children will receive 360 minutes of weekly ENL services. Second, they will receive daily Academic Intervention Services from the SETSS teacher. In addition, these students will be invited to all after school programs and other extra curricular activities. The administration will focus on these students during one to one conversations with teachers and offer instructional strategies to meet the needs of these specific children. The teacher will be offered additional support by the literacy coach and/or the ENL Coordinator. This support may include: suggested texts for literacy or the content areas, strategies for vocabulary enhancement and coaching sessions.
- b. The newcomers to P.S. 164 receive the services they require to meet their academic needs. Students who score at the beginning and intermediate levels of the LAB-R receive 360 minutes of weekly ENL instruction, in addition to 180 minutes of weekly English Languages Arts instruction. Students who score at the advanced level receive 180 minutes of weekly ENL instruction, in addition to 180 minutes of weekly ELA instruction. Our staff is focused on meeting the emotional needs of newly arrived students as well. We strive to create a multicultural community where all students feel welcome and ready to learn. For children who show signs of difficulty in adapting to a new culture, our guidance counselor and school-based support team offer counseling sessions and other appropriate interventions. We make every effort to involve the parents of newly arrived ELLs in the school community. Our parent orientation sessions provide parents with detailed information on citywide

ENL and bilingual programs. We translate all key notices into the home language and make translators available for parent-teacher conferences. Our Parent Coordinator is always available to assist parents of newly arrived ELLs, offering information and advice on matters pertaining to both the school community and the broader community outside.

Our instructional plan for newcomers is designed to help these children meet the state ELA standards, as measured by the state test. In order to rapidly build a rich background in English literacy, we offer the kind of structured, explicit vocabulary instruction demonstrated in the book "Bringing Words to Life" (Beck, McKeown and Kukan). Newcomers are explicitly taught high order thinking skills—summarization, sequencing, character analysis and finding the main idea—in a manner that is appropriate to their proficiency level.

c. Our students who require service from 4 to 6 years are children who require additional help in reading and writing. Our NYSESLAT scores indicate that these children are quite proficient in listening and speaking, but have difficulty with reading comprehension and essay writing. Therefore, our ENL instruction targets these areas. A key aspect of instruction is vocabulary acquisition. We offer the kind of structured, explicit vocabulary instruction demonstrated in the book "Bringing Words to Life" (Beck, McKeown and Kukan). In addition, we focus on reading skills such as summarization, sequencing, character analysis and finding the main idea—high order thinking skills that will enable these children to use the English language as a tool for thinking and deep understanding. Writing instruction encourages students to demonstrate rich, ordered, complex thinking—progressing from sentences to paragraphs to essays. Our math cluster provides small-group interventions to facilitate the acquisition of academic language in mathematics. The school will build on the results of this action research to improve instruction for ELLs across the school. Many experts and officials have conceded that one of the most challenging leaps in English Language Learning is for intermediate and advanced students in upper grade classrooms to succeed in grade-level literacy lessons. P.S. 164 hopes to be in the forefront of schools attempting to bridge this gap.

d. Our long-term ELLs have generally fallen into two groups: students who need to improve their reading skills and children who have special needs. For the first group, our focus is to improve reading skills, both during mandated ESL periods and in the classroom. We offer integrated push-in ENL services, when possible, to enable students to receive instructional support during classroom literacy activities. Our long-term ELLs receive instruction that focuses on building high-order reading skills. During both the literacy block and ENL lessons, these students receive small-group instruction to help them build reading-comprehension skills. If necessary, our literacy and math coaches provide additional small-group interventions.

e. Former ELLs will receive their state-mandated 90 minutes of weekly ENL services in the classroom as provided by a licensed ENL instructor.

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

The principal consults with the classroom teacher and ENL specialist every two months to monitor the progress of the child, utilizing both formal and portfolio assessments to determine if the student's academic process has been adversely affected by the re-identification. If the student's progress has been adversely affected within a timeline of 6-12 months then the principal will provide additional support services and/or reverse the re-identification decision, consulting with parents at all points during the process. The principal, the classroom teacher and the ENL coordinator will manage the re-identification process during the 6-12 month timeline.

8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

For students with special needs, our school follows the mandates of each child's IEP. Our ELL-SWDs come with a great variety of needs and we modify our instruction accordingly. To meet the language needs of these children, ENL services are provided according to state mandates. The school follows student guidelines for determining the number of periods per week that each ELL is served, including the mandated minutes in integrated and/or stand-alone ENL programs. Entering students receive 180 minutes of integrated ENL and 180 minutes of stand-alone each week. Emerging students receive 180 minutes of integrated ENL and at least 90 minutes of weekly stand-alone, with the other 90 minutes flexible, depending on student needs. Transitioning students receive 90 minutes of weekly integrated ENL, with the other 90 minutes flexible, depending on student needs. Advanced students receive 180 minutes of weekly integrated ENL services. Commanding students who have passed the NYSESLAT within two years receive 90 minutes of weekly integrated services. Integrated services are provided during ENL/ELA lessons. In the classroom, vocabulary-rich scaffolded instruction is designed to both enrich language learning and enhance understanding in the content areas. Materials include Words Their Way, Foundations and Sundance Comprehension Strategy Kits for upper grades. Our ELLs and Students with Disabilities build phonics skills on the Starfall website and build comprehension skills on the Raz Kids website. Bilingual literary resources include a collection of Spanish, Bangla and Chinese books available in the school library, and glossaries available from the ENL coordinator.

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?

Chart school has a flexible approach to meeting the needs of our ELL-SWDs, modifying the curriculum according to student IEPs and providing services in the least restrictive environment. The majority of ELL-SWDs are mainstreamed with other ELLs who are at the same grade and proficiency levels. These children are provided with scaffolded writing instruction to enable them to match their mainstream peers in clear, organized writing. Additionally, they are given the vocabulary and language supports needed to engage grade-appropriate complex texts with a high level of comprehension. ELL-SWDs are always placed in groups to meet their educational needs. For instance, one fifth-grade student with severe language delays has been placed in an ENL group that is focusing on oral language skills. ELL-SWDs are included in all ELL-based after-school programs, such as NYSESLAT test prep.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements
All ENL classes, including Integrated and Stand-alone offer home language support.

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

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



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

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

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

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

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

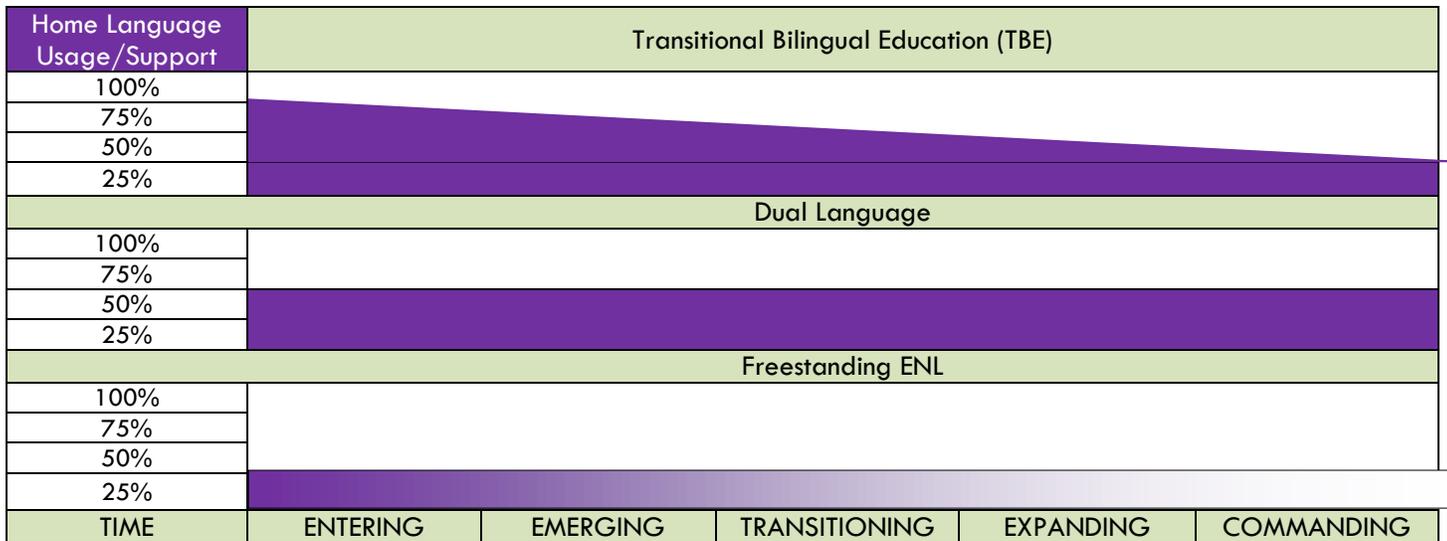


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- We target Entering and Emerging ELLs for intervention programs in ELA, Math and other core content areas, concentrating on students who have been in the school for a full year and are still three or more levels below the expected reading level on their grade. Our SETSS teacher works with small groups of ELLs who require targeted instruction in phonics and other decoding skills. Our math cluster provides small-group AIS sessions for ELLs who have difficulty with the language of math word problems, or mathematical vocabulary in general. Our Chinese, Spanish and Bengali- speaking paraprofessionals provide bilingual small-group instructional sessions for newly-arrived ELLs who require support in content areas such as science, math or social studies.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- We evaluate the success of our ENL and ELL programs through standardized testing, portfolio assessment and teacher observations. As measured by these instruments, we judge our program as effective but with room for improvement. The vast majority of our students have improved by at least one proficiency level in each of the last three years. Portfolios indicate that students are engaging complex texts with a higher degree of comprehension. ELLs are writing organized paragraphs and essays, utilizing grade-appropriate texts for information. Yet many ELLs continue to struggle with reading comprehension. None of our students in grades three through five scored at levels three or four on the ELA. In the third grade, six children were at level one and two were at level two. In the fourth grade, eight students scored at level one and three students scored at level two. In the fifth grade, all nine ELLs scored at level one. Similarly, only one ELLs reached proficiency in math. In the third grade, four students scored at level one, four students scored at level two and one student scored at level three. In the fourth grade, six students scored at level one and five students scored at level two. In the fifth grade, eight students scored at level one and two students scored at level two.⁵ Our students--while still trying to learn a new language--must also utilize that language to comprehend a challenging curriculum. To help ease and accelerate this process, our classroom teachers have received staff development from our ENL instructors on the methods of scaffolding instruction and providing direct vocabulary instruction to enable our English Language Learners to meaningfully participate in classroom lessons. Content-area social studies and science lessons are provided in the ENL classroom. Our math cluster will be providing targeted instruction to help ELLs acquire math vocabulary and grasp mathematical language.
12. What new programs or improvements will be considered for the upcoming school year?
- P.S. 164 will be implementing more content-area ENL instruction in 2015/2016. Following the new state guidelines, ENL teachers will be collaborating more frequently with classroom teachers to provide direct instruction to ELLs in the classroom. ENL teachers will implement techniques such as preteaching of vocabulary and embedding language objectives to facilitate high order learning for ELLs in such subject areas as ELA, Science, Social Studies and Math. Lessons will involve team teaching, small group instruction and individual instruction, as necessary. These integrated teaching sessions will also serve as professional development opportunities for both classroom and ENL teachers. Classroom teachers will acquire techniques to be utilized with their ELLs during the entire school day. ENL teachers will acquire strategies for engaging students with complex texts across a variety of grades and curriculae.
13. What programs/services for ELLs will be discontinued and why?
- No programs and services for ELLs will be discontinued during the 2015-2016 school year.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs in P.S. 164 receive equal access to all school programs. Our after-school test preparation classes (social studies, science, math and ELA) are open to all children on the appropriate grades. Parents are provided with written notices about afterschool programs in the appropriate language. During these classes, teachers modify the instruction (vocabulary front-loading, language objectives) to meet our ELL's learning needs. All children make regularly scheduled visits to our Robin Hood library and our computer lab, as determined by the prep schedule. The library offers a variety of bilingual books, in languages such as Spanish, Bengali, Arabic, Chinese and Russian. We offer NYSESLAT preparation classes for our ELLs in the winter. Last year, through funding by a grant, we offered an after-school library program for ELLs and their parents. If funding allows, we would like to continue this program. All of our required and supplemental services correspond to our ELL's age and grade levels. Our district offers a summer-school class for beginner ENL students, providing them with additional support before the next school year begins.
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.
- There are a wide variety of instructional materials that support the learning of our ELLs. Our ENL classroom has a large collection of leveled books designed to support literacy at each grade level, as well as content-area instruction in science and social studies. The school's Robin Hood library has a bilingual section with books in a variety of languages, including Spanish, Russian, Chinese, Vietnamese and Bengali. These books are picture books and trade books appropriate for independent reading. Students have access to bilingual glossaries and dictionaries. ENL students have full access to the school's computer lab and most classrooms,

including the ENL room, have a Promethean Board. This piece of technology has proven a vital tool for language learning--enabling interactive lessons featuring video, music and text.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Native Language Support is provided for our ELLs by both classroom teachers and paraprofessionals. Bilingual paraprofessionals provide instructional support in the content areas in Chinese, Spanish and Bengali. Classroom teachers provide native language instructional support in Spanish and Russian. The majority of this support is in interpreting and expanding upon the lessons in English language materials. For newly-arrived entering students, there may also be reading and discussing of the bilingual picture and trade books from the school library.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
All required services, support and resources correspond to ELLs' age and grade levels. ENL groups contain students of no more than three contiguous grade levels and mostly are comprised of one single grade level. In general, intermediate and advanced groups will be one grade level. Sometimes beginning groups need to contain a wider spread of student ages, depending on the enrollment of newcomers.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
We offer orientation meetings with our ENL teachers, parent coordinator and guidance counselor for new families/parents. We also offer beginner groups to new ELL students to orient them to the school building. We host a welcome breakfast/meet and greet for new parents with the ENL teachers, Administrators and Parent Coordinator. Our school district offers ENL classes during summer school to support newly arrived ELLs before the start of a given school year.
19. What language electives are offered to ELLs?
There are no foreign language classes offered in PS 164.
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
1. There will be school-wide professional development in Reading and Writing for ELLs provided during the school year by district staff developers. There will be three areas of focus for improving ELL writing skills: vocabulary acquisition, reading comprehension and oral language development.
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?
Topics will include: high-order questioning, vocabulary acquisition, incorporating grade-appropriate complex texts in ENL lessons
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Our Parent Coordinator works with students and their families to facilitate the process of transitioning from elementary school to middle school. We offer parent workshops for families/parents as well as assist parents with Tours of Middle Schools.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
The principal maintains a record of all ELL training sessions in her office. Training is provided by both District Staff Developers and the ENL teachers in the school and outside agencies like CITE.

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?

Individual conferences are scheduled during weekly parent involvement sessions on Tuesday afternoons. Interpreters are available in Spanish, Russian, Chinese and Bangla. If other languages are necessary, the teacher contacts the city Interpretation unit for assistance.

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.

Attendance records for in-person meetings are maintained by ENL teachers. A log is also maintained for telephone conversations with parents. Copies of letters sent home are kept on file by ENL teachers.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

1. Parents are an integral part of the community at P.S. 164. During monthly Parent Association meetings, parents are invited to discuss their needs and concerns. Interpreters are provided in a variety of languages, including Spanish, Russian and Bengali. Our Parent Coordinator organizes a series of classes and workshops for our parents, including an adult ENL workshop that meets twice a week in the Family Room. The Parent Coordinator is also present at our ELL Parent Orientation Workshops to help address any needs or concerns. Parents are invited to use our newly remodeled Robin Hood library.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

P.S. 164 does not partner with any other agencies or CBOs to provide workshops or services for ELL parents

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

Each spring, a survey is provided by the Department of Education for parents to express their needs and concerns. Our school utilizes the results of this survey, along with ideas presented by the Parent Association, the Parent Coordinator and individual families to better meet the needs of our parents. For instance, last year the school began a monthly newsletter to keep our parents informed about our instructional curriculum. Our ENL teachers participate in this newsletter.

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

Last year, parents of ENL students were invited to come with their children to attend weekly literacy workshops in the library. We hope to continue this program, if funding allows it. Additional workshops in the family room are designed to inform parents of how they can help their children meet the State Standards and reach proficiency on state exams. The Parent Coordinator is always available to assist parents with issues involving job training, technology, building literacy skills and citizenship status.

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:

School Name: **Caesar Rodney**

School DBN: **20K164**

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)
Erica Steinberg	Principal		11/6/15
Melissa Jamieson	Assistant Principal		11/6/15
Solange Cisneros Steinert	Parent Coordinator		11/6/15
Craig Fishbane	ENL/Bilingual Teacher		11/6/15
Dianey Sanchez	Parent		11/6/15
Elena Levin	Teacher/Subject Area		11/6/15
Kim Molloy	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Patricia Mulhall	School Counselor		1/1/01
Karina Costantino	Superintendent		11/6/15
Jo Ann Benoit	Borough Field Support Center Staff Member _____		11/6/15
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **20K164** School Name: **Caesar Rodney**
Superintendent: **K. Costantino**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

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

Each parent fills out a home language survey when a child enters the school. On that survey, the parent indicates the preferred language for communication with the school. To make certain that our information regarding interpretation and translation needs are up-to-date, questionnaires are sent out to all parents in the school each fall, asking parents to indicate which languages were spoken at home and which languages were preferred for all written communication from the school. The results of these questionnaires are tabulated so the school has a record of all languages necessary for translation, both in written and oral form. Each teacher is given a breakdown of the home languages of his/her class. In addition to these Parent Surveys, the school also consults the ATS Report of Preferred Languages. The principal and the pupil accounting secretary will maintain master copies of the school-wide home language breakdown. The school sends out the questionnaires to the parents of English-proficient students as well as ELLs, since an English-proficient child may still have parents who are not proficient in the English language.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

The primary languages spoken at home in P.S. 164 are: Spanish, Bengali, Tajik, Chinese and Russian. There are also several speakers of Polish, Vietnamese and Arabic. Each teacher is given a breakdown of the home languages of his/her class. The principal and the pupil accounting secretary maintain master copies of the school-wide home language breakdown. These findings indicate which

languages the school will need interpreters for during parent-teacher conferences and other parent-involvement activities at the school. In addition, these findings indicate in which languages are required for written translations to facilitate communications between the home and the school.

Part B: Creating a Communications Calendar

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

Documents that require translation before dissemination each year will include:

Annual Handbooks (distributed in September)

Newsletters (monthly)

Calendars (distributed in September)

Parent-Teacher Conference Announcements (Distributed four times a year before conferences are to take place)

After-School Program Information (distributed when appropriate)

New York State Testing Dates (distributed weeks before scheduled exams)

Curriculum Information (distributed at September curriculum meetings)

Letters from School Leadership (distributed on an ongoing basis)

Letters from Teachers (distributed when appropriate)

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.

There are four parent-teacher conferences scheduled for each school year. In addition, there are fifty minutes of Parent Involvement time scheduled for each Tuesday afternoon. Teachers use this time for both phone and in-person conferences with parents, as well as parent workshops. In addition, there are IEP meetings for SWD.

Part C: Providing Language Assistance Services

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

The school will provide written translations for all major communications between the school and the home. We use the services of both in-house translators and the Translation and Interpretation Unit provided by the Department of Education. Our teachers and paraprofessionals provide translations in Russian, Spanish, Chinese and Bengali. For other languages, the Interpretation Unit is utilized.

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

The school provides oral interpreters to facilitate face-to-face communications between parents and the school community. Our teachers and paraprofessionals provide interpretation services in Spanish, Russian, Chinese and Bengali. For other languages, we contact the Translation and Interpretation unit for assistance. Our Parent Coordinator also asks for qualified parent volunteers to provide interpretation services.

Part D: Training Staff on Policies and Procedures

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

Information about proper utilization of translation and interpretation services is provided during Professional Development sessions in September. Teachers view the principles and procedures for accessing and implementing both the translation services and over-the-phone interpretation services.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

The Parent Coordinator distributes a copy of the Parent's Bill of Rights and Responsibilities to all parents who are speakers of covered languages at the beginning of each school year (or within ten days of a child's registration in our school if that child registers mid-year). Signs are posted in the main office in the covered languages to indicate available translation and interpretation services. As indicated in the school safety plan, the school has a variety of interpreters available in Spanish, Chinese, Bengali and Russian to ensure that no parent is denied access to the administration. In the event of a parent needing

to communicate in a language where no interpreter/translator is available, the school contacts the Translation and Interpretation Unit for assistance. Whenever ten percent of our students have a home language that is not covered, we will arrange for translations of the Parent's Bill of Rights and Responsibilities and other vital communications by the Translation and Interpretation Unit.

Part F: Monitoring and Quality Control

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

The school utilizes the annual parent survey to determine what needs our parents have and to gather feedback on the quality and availability of services. Additionally, our Parent Coordinator regularly canvasses parents during PTA meetings to determine how well their needs are being met. The principal and assistant principal invite parents for Town Hall meetings to discuss both their satisfactions with and their concerns about the school on an ongoing basis.