

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

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

**17K181**

**School Name:**

**P.S. 181 BROOKLYN**

**Principal:**

**VICTOR ESANNASON**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: The John L. Steptoe School School Number (DBN): 17K181  
Grades Served: PK, K, 1, 2, 3, 4, 5, 6, 7, 8  
School Address: 1023 New York Avenue  
Phone Number: 718-462-5298 Fax: 718- 284-5053  
School Contact Person: Michael George Email Address: Mgeorge6@schools.nyc.gov  
Principal: Victor Esannason  
UFT Chapter Leader: Michael George  
Parents' Association President: Veronica Clarke  
SLT Chairperson: Michael George  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Antony Cyrus  
Student Representative(s):

**District Information**

District: 17 Superintendent: Clarence G. Ellis  
Superintendent's Office Address: 1224 Park Place, Brooklyn NY 11213  
Superintendent's Email Address: Cellis3@schools.nyc.gov  
Phone Number: 718-221-4372 Fax: 718-953-4425

**Borough Field Support Center (BFSC)**

BFSC: Brooklyn South Director: Cheryl Watson-Harris  
Director's Office Address: 415 89th St., Brooklyn NY 11209  
Director's Email Address: CWatson21@schools.nyc.gov  
Phone Number: 718-759-4862 Fax: N/A

## 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)
Victor Esannason	*Principal or Designee	
Michael George	*UFT Chapter Leader or Designee	
Antony Cyrus	*PA/PTA President or Designated Co-President	
B. Richardson	DC 37 Representative (staff), if applicable	
Veronica Clarke	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	
Debbie Fletcher	Member/ parent	
Nicola Brown	Member/ parent	
Shelly Ann Anderson	Member/ parent	
C. Smirk	Member/ teacher	
A. Adams	Member/ teacher	
J. Lisowski	Member/teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Fritz Valerus	Member/ parent	
Tamara Branch	Member/parent	
M. Pryam	Member/ teacher	
Fierna Charles	Member/ parent	
L. Mondesir	Member/ Paraprofessional	
N. Valmond	Member/ teacher	

### 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.

The following is the school's mission as expressed in our School Quality Snapshot:

Our mission is to effectively prepare students for the 21st Century and align their academic experience with real world demands. Through educational experiences, students can become lifelong learners and obtain the skills for college and career readiness. All stakeholders of the John L. Steptoe School are dedicated to achieving high standards of academic excellence for our students. To obtain this goal, we will promote excellence through high standards of teaching, positive academic behavior, and social/emotional support. To further assist in this endeavor, we will provide our students with a safe, supportive, and highly structured learning environment.

The school's population is comprised of 85% Black, 10% Hispanic, 2% White and 1% Asian. The current subgroup data includes: 17% Special Education and 9% ELL. For the 2013-2014 academic year, our subgroups comprised of 14% Special education and a 9% English Language Learners. The 2013 -2014 School Quality Snapshot indicates closing the achievement gap and supporting English Language Learners and students with disabilities as a school strength. Specifically, the school is reported as doing an excellent job in the movement of students with disabilities to less restrictive environments. There also has been an improvement of students with disabilities on the NYS CCLS Math and ELA exams in comparison to other students who scored at the same level.

According to the School Quality Snapshot, 93% of parents were satisfied with the education their child received at PS 181. At this time, PS 181 is classified as a school in "good standing". For our 2013-2014 Quality Review, the school was rated proficient. The areas of development indicators 1.2 and 2.2.

The Quality Review Indicator (1.2) addresses the schools needs to work towards deepening teacher practice to consistently ensure all learners are involved in active tasks that demand each child show high levels of thinking and a high level of participation. QR indicator (2.2) addresses the schools need to implement stronger school wide practices for collecting and reviewing evidence of student progress in order to meet the learning needs of all students including those in special populations.

## 17K181 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05,06,07,08	Total Enrollment	981	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	14	# Music	N/A	# Drama
# Foreign Language	13	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	74.5%	% Attendance Rate	92.4%	
% Free Lunch	71.6%	% Reduced Lunch	0.7%	
% Limited English Proficient	8.6%	% Students with Disabilities	15.2%	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	1.3%	% Black or African American	85.6%	
% Hispanic or Latino	9.4%	% Asian or Native Hawaiian/Pacific Islander	0.7%	
% White	1.9%	% Multi-Racial	0.6%	
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	1.16	# of Assistant Principals (2014-15)	2	
# of Deans (2014-15)	2	# of Counselors/Social Workers (2014-15)	2	
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	6.4%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)	8.35	
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	16.3%	Mathematics Performance at levels 3 & 4	14.4%	
Science Performance at levels 3 & 4 (4th Grade)	64.2%	Science Performance at levels 3 & 4 (8th Grade)	34.7%	
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	95.8%	
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits	N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate	N/A	
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
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	YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
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	YES	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	NO			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			

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

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

### Part 1 – Needs Assessment

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

The school is in its third year of implementing a uniform curriculum across all grades in mathematics and ELA. As preparation for the common core exams, the school implemented Ready Gen, Go Math, at the lower grades and Expeditionary Learning and Engage New York at the middle grades. In this year, Go math will be utilized for all grades in mathematics and teachers will be challenged to continue to create and modify units of study. Lesson planning and consistent expectations for instructional practices are being developed as teachers complete the unit plans.

At this time, the school is working to increase the amount of time teachers have to reflect on formal and informal data in grade team meetings and PLC's. Increasing the amount of collaborative planning time will support the school as it works to increase its capacity for developing systems to improve student learning.

### 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, teacher teams will meet in professional learning communities and engage in the inquiry process to reflect, modify, and improve curriculum and instructional practices resulting in a 3% increase of students scoring at or above proficiency as measured by the 2016 NYS ELA and Math Exam.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
Organize the schedule to ensure there are weekly grade meetings; Weekly Professional Learning Communities meetings	Teachers Paras	Sept -June	Principal  Assistant Principals
Use UDL strategies and instructional focus implemented through lesson plans. Response to Intervention supporting Tier 1 and Tier 2 leveled intervention	Teachers  SWD  ELLs  Lowest 1/3	October- June	Principal  Assistant Principal  Grade Team Leaders
Monthly communication newsletters to parents. Weekly parent real time information using Skedula and Tuesday Parent Engagement Day. Parental workshops facilitated through the collaboration of the PTA, Parent Coordinator, and Teaching Staff.	Parents  Teachers  Students	October- June	Grade Team Leaders Grade team  Parent Coordinator  Teachers  Principal  Assistant Principals
Teachers continue to monitor and record student progress toward standards using F&P data, MOSL assessments, Go Math unit assessments and written pieces connected to curricular implementation. Teachers will utilize this data to plan and drive instruction	Teachers  Students  SWD  ELLs  Lowest 1/3	October- June	Data Specialist  Grade Team Leaders  Principal  Assistant Principals

**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.

Grade Teacher Teams and the grade level Assistant Principals will work in conjunction to identify how students are moving toward proficiency in specific standards.

- Teacher teams plan and review the success of their planning as they monitor student progress on unit assessments and classroom assignments once per week during grade team meetings.

- During Monday PLC teachers identify which standards and concepts students struggled with and they use the monthly team talks to identify specific groups of students that are struggling. Interventions are planned for those students in planning and through student conferencing, identifying and documenting Tier 1 and Tier 2 intervention based on the lessons and insights generated during their data reflections.

- Weekly parental invites for face to face meetings

- Per Session for Saturday Academic Program for 18 weeks.

Instructional Resources - Ready and IReady

**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	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

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

By February 2016, teacher teams will meet in professional learning communities and engage in the inquiry process to reflect on, modify and improve instructional practices resulting in a 3% increase in the average teacher rating for Domain 1, Competency 1A, from teacher observations.

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

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

**Section 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.

In the 2012 school year the percentage of students absent 20 days or more was 26.7 percent. In the 2013-2014 school year the percentage of students absent 20 days or more was 23.5%. The decrease of 3.7 % is 6.3 percent shy of our initial goal.

Student data from the learning environment survey suggests that 58% of students disagree with the following statement “Most adults treat all students with respect.” School culture ratings rank at 75% of satisfaction when ranked by all three constituents students, teachers, and parents. When students reflect on school culture their data explains that fifty eight percent of students do not believe they are respected by adults.

The District and our school leadership team have been involved in identifying how to use the Technical Assistance Center on Disproportionality work to establish promote and maintain a school environment that is culturally sensitive. Through the SLT the school has chosen to focus on reducing repeated incidents in students through the development of a discipline committee.

The school began a “Color War PBIS system designed to acknowledge children for their participation in the school community in specific and positive ways Grades were divided by color, door decorations, student attendance, classroom participation and work completion were rewarded with points. Students earned trips, days out of uniform and pizza parties for positive participation in school activities. Though this activity was developed it requires increased participation from the . Monthly award ceremonies and

### 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 of 2016, the school will fully implement TAC-D to support and foster the social and emotional development of all students in an effort to improve school wide discipline, thus resulting in a 20% reduction of school wide incidents as measured by OORS data.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Professional development to support staff in the implementation of student supports, classroom management, mindsets and academic and personal behaviors.</p>	<p>School Leadership Team</p>	<p>Sept - Oct</p>	<p>Chair of the School Leadership Team Michael George</p>
<p>SIT Team, and CBO's provide support services to staff and students with disabilities and overage students surrounding IEP goals and focusing on creating inclusive school environments</p>	<p>Parents and Parent coordinator</p>	<p>Oct - Dec</p>	<p>Assistant Principal Psychologist IEP Teacher Grade Team Leaders</p>
<p>Monthly student assemblies focusing on the recognition of student accomplishments and improvements.</p>	<p>Teachers Students Parents</p>	<p>November-June</p>	<p>Principal Assistant Principal Grade team leaders, Teachers Counselors</p>
<p>School based parental workshops which provide training and information needed to become actively involved and aware of children's social and emotional development.</p>	<p>PTA Parent Coordinator Parents</p>	<p>October - June</p>	<p>PTA Parent Coordinator Principal Counselors</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.

To ensure the success of this initiative the school will use the School leadership team, SIT team, advisors, parent coordinator, and PTA president will share their progress in monthly 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	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

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

By February 2016, the school will implement supports to foster the social and emotional development of all students resulting in a 10% reduction in the number of incidents as measured by OORS data.

**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.

According to the 2013-2014 quality review: Teachers discuss units of study, look at student work, and develop common rubrics aligned to the curriculum. However this information does not lead to focused decisions about the implementation or monitoring of specific instructional goal strategies to improve student learning based on identified skill gaps. As a result, there are missed opportunities to develop timely instructional adjustments and implement them over time to ensure that student learning is maximized across the school.

The 2013-2014 Quality Review Score Sheet scores 181 at a developing for the following indicators:

1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and the Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products.

2.2 Align assessments to curricula, use on –going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels.

Teachers have an interest and a commitment to working with each other they require support with relationship development and structured observation of classrooms in order to improve their ability to learn from their peers

### 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 of 2016, teacher will meet in Professional Learning Communities to analyze student work . Analysis will be utilized to create data informed lessons aligned to common core learning standards (CCLS) that incorporates higher order questioning as measured by a 5% increase in the average teacher rating for Domain 3 Competency 3B (Using Questioning and Discussion Techniques) from teacher observations for 2015-2016.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Scheduled time during the school day for common planning. Utilize weekly PLC's allowing staff professional development opportunities to create and modify lesson plans and units aligned with CCLS and increase the level of rigor.</p>	<p>Teachers Paraprofessionals</p>	<p>Sept - June</p>	<p>Principal Assistant Principals Grade team Leaders a</p>
<p>UDL Strategies and Questioning and Discussion Techniques utilizing DOK levels for scaffolding for English Language Learners and Students with disabilities.</p>	<p>Teachers ELL SWD</p>	<p>Sept - June</p>	<p>Principal Assistant Principals Grade Team Leaders</p>
<p>Conduct collegial walk-throughs and provide staff with viable and effective feedback.</p>	<p>Teachers</p>	<p>Nov - June</p>	<p>Assistant Principal Grade Team Leaders</p>
<p>Provide parental workshops and resources to support parents in working with their children to improve student achievement in literacy and mathematics.</p>	<p>Parent Teachers Students</p>	<p>Nov - June</p>	<p>Principal Assistant Principals Grade Team Leaders</p>

**Part 4 – Budget and Resource Alignment**

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

**Part 5 – Progress Monitoring**

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

By February 2015, teachers will create data informed lessons aligned to Common Core Learning Standards (CCLS) that incorporate higher order questioning, as measured by a 3% increase in the average teacher rating for Domain 3 Competency 3B (Using Questioning and Discussion Techniques) from teacher observations for 2015-2016.

**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.

The school received a proficient rating for indicator 4.2 on its last quality review: Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning. Moving the school to the next level requires that:

- School leaders have a strategic, transparent system for managing professional development, make informed decisions, and develop succession plans (assignment, tenure, retention) about teachers, APs, and other staff members; this system is leading to improved quality of student work products
- School leaders and teacher peers support the development of teachers, with effective feedback and next steps from the strategic use of frequent cycles of classroom observation and analysis of student work/data
- Teacher teams and staff establish a culture for learning that systematically communicates a unified set of high expectations for all students and provide clear, focused, and effective feedback and guidance/advisement supports to ensure that students, including high-need subgroups, own their educational experience and are prepared for the next level

The school also has to continue to improve its work on indicator 5.1: Evaluate the quality of school level decisions, making adjustments as needed to increase the coherence of policies and practices across the school, with particular attention to the CCLS

- The school leaders need a process to ensure that school level decisions regarding school culture and instruction need to be part of a monthly reflective conversations with teacher; parents; and students. These meetings require that leadership grouped designed to share decision making authority are developed to act on and implement on lessons and insight about The methods for concretely changing academic initiatives to address and remediate challenges students are having when judged in the context of the common core. School leaders and faculty have an effective and transparent process in place to purposefully evaluate and adjust curricular and instructional practices in response to student learning needs and the expectations of the CCLS, with a focus on building alignment and coherence between what is taught and how it is taught.

### **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, the school leader will set high standards for quality instruction by supporting teacher instructional practices and monitoring the implementation of quality formative and summative assessments resulting in a 5% increase in the average teacher rating for Domain 3 Competency 3D (Using Assessments in Instruction) from teacher observations for the 2015-2016 school year.



**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Within the Professional Learning Communities, teachers will analyze assessment data and collection of student work aligned to assessment data. Administrators will look at evidence of support provided to students and provide feedback</p>	<p>Teachers</p>	<p>October - June</p>	<p>Principal  Assitant Principals  Grade Team Leaders  Data Specialist</p>
<p>AIS teachers will utilize I-Ready to provide academic support for students with disabilities, English language learners, and the lowest third. These students will be tracked and monitored for academic progress to ensure that their individual needs are being met.</p>	<p>SWD  ELL  Lowest 1/3</p>	<p>Nov - June</p>	<p>Principal  Assistant Principals  Data Specialist  Teacher</p>
<p>Timely communication to parents (Progress Reports, Skedula, Parent Engagement, and Report Cards). Utilize Parent engagement time on Tuesday's to invite parents into the school building</p>	<p>Parents  Teachers  Students</p>	<p>Oct - June</p>	<p>Principal  Assistant Principals  Teachers  Data Specialist  Parent Coordinator</p>

**Part 4 – Budget and Resource Alignment**

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

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February of 2016, school leader will set high standards for quality of instruction by monitoring teacher implementation of formative and summative assessments resulting in a 3% increase in the average teacher rating for Domain 3 Competency 3D (Using Assessments in Instruction) from teacher observations for the 2015-2016 school year.
<b>Part 5b.</b> In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

**Section 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.

Parent Data from the learning environment survey suggests that 43% of parents have attended parent conferences less than two times.

53% of parents agree that we are helping parents understand what the Common Core Learning Standards mean for their child.

In the 2013-2014 school years only 46% of our parent population completed the school survey this is an increase from the 34% of the prior year however it is below the City’s average. .

Our school has 984 students yet only 584 parents attended our November 11<sup>th</sup> parent meetings.

According to the 2013-2014 parent survey, only thirty percent of parents are “Very Satisfied” with the response they get when they contact their child’s school.

Section 4C of the Danielson rubric Engaging families in Student Learning outlines the expectation that teachers should “strive to form relationships in which parents are given ample opportunity to participate in student learning. It suggests that teachers should proactively reach out to parents in a variety of ways to engage them in student learning. It explains that the school and its teachers must proactively build relationships with parents by engaging them in their student’s learning, providing timely responses and acting as an ambassador of the school at parent outreach events.

### 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 of 2016, school leaders and teachers in collaboration with the PTA and Parent Coordinator, will facilitate Parent Workshops to support parent engagement and parents as partners in the school community as evidenced and measured by workshop agendas and parent sign-in sheets.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Within their Profession Learning Communities, staff receive training on ways to improve outreach, communication skill and cultural competency in order to build stronger ties between parents and other members of the school community.</p>	<p>All Staff  Parent Coordinator</p>	<p>Sept -June</p>	<p>Principal  Assistant Principals  Teachers  Data Specialist  Guidance  Parent Coordinator</p>
<p>To address the needs of students with disabilities, English Language learners, and overage students, parents and teachers of these students are encouraged to participate and attend in all scheduled parent and school activities/meetings. These are scheduled to increase and strengthen the school home connection. Skedula will be utilized by the entire school community as a tool to promote parent/teacher collaboration</p>	<p>Teachers  IEP Teacher  Guidance  Parents  SWD  ELL</p>	<p>Oct - June</p>	<p>Principal  Assistant Principals  Teachers  Data Specialist  Guidance  Parent Coordinator</p>
<p>Tuesday afternoons, the weekly parent time will be used to schedule informal meetings with families . In addition, evening activities such as 'Drop Everything and Read' and 'Family Game Night' will provide opportunities to get parents more involved thus improving student outcomes.</p>	<p>Parents  Teachers  Students  Guidance</p>	<p>Nov - June</p>	<p>Principal  Assistant Principals  Teachers  Data Specialist</p>

			Guidance Parent Coordinator

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Planning time for Principal, assistant principal. parent coordinator, SLT, and selected teacher during the school day.											
Parent attendance at outreach activities.											
Automated messaging system											
Datacation (Skedula)											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, the PTA in collaboration with teachers and the parent coordinator will have provided parents with at least 5 workshops to increase parent involvement as evidence and measured by parent sign-in sheets.
<b>Part 5b.</b> In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

**(Required for All Schools)**

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Fountas and Pinnell. New York Ready in grades 3&4.	Double entry journals, Guided reading	Small group	Saturday School  Differentiated Instruction  RTI
<b>Mathematics</b>	New York Ready ;  I-Ready	Blended learning	Small group	Saturday School  Differentiated Instruction  RTI
<b>Science</b>	Small group instruction during Saturday school, Interactive writing and research projects provided via Library research course offered grades 3 -5	Project based learning and lab reports.	Small group	Saturday School  Differentiated Instruction  RTI
<b>Social Studies</b>	Small group instruction extended day, Interactive writing and research projects provided via Library research course offered grades 3 -5	Double entry journals group projects and presentations	Small group	Saturday School  Differentiated Instruction  RTI
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	One on one session as needed, Group Counseling, SAVE Room teacher, Dean/Advisors, Conflict Resolution Team, Parent Coordinator, School Psychologist, 6-8 weeks in groups of 3, 30 minute sessions.	Students receive additional support through pull out supported by an additional SETSS teacher	Small Group and individual counseling	During the school day.  Differentiated Instruction  RTI



## Section 7: Title I Program Information

### Directions:

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

### Part 1: Title I Status

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

### Part 2: All Title I Schools

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

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> <li>• Principal has formed partnerships with Teach for America in support of early year teachers. We will continue to partner with Brooklyn College, Medgar Evers Colleges.</li> <li>• Creating a collegial atmosphere which provides a high level of support for all teachers</li> <li>• Attend job fairs (Teachers along with Principals)</li> <li>• Utilize Teacher Finder on the NYCDOE network</li> <li>• The use of a research based framework for enhancing professional practice will be used in short frequent cycles of classroom observation</li> </ul> <p>Develop a common lens for instruction, informed by and provide evidence-based applicable feedback to ensure that teachers know what effective teaching looks like</p>

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

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Tracking the feedback data through the use of Danielsons Framework for Teacher Effectiveness has afforded us a method for targeting various groups and individual teachers who require targeted support in a variety of areas. We have strategically used the Teacher Development coach to support our second grade and seventh grade teachers in building collaboration skills

### 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.).

Teachers in the early grades 1, 2 will be involved in the placement of children within classes and they will audit the unit planning work to ensure that the work represents the appropriate challenge with multiple entry points for students as they age up. Supplementary to this Orientation weeks will be scheduled at the end of the school year where teachers will have the chance to interact with their new students and their current teachers to facilitate appropriate changes. Last but not least portfolios from students will be transferred from current teachers to new teachers in the second week of June for review by new grade teams

### 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.

Our MOSL team developed to adhere to policies connected to the Danielson Rubric has been central to 181 decision-making about periodic assessment. This group of teachers is convened to discuss issues connected to assessment and its implications for school wide programming

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

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

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

Title I Part A (Basic)	Federal	715,613.00		
Title II, Part A	Federal	146,649.00		
Title III, Part A	Federal	11,200.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	4,679,463.00		

**<sup>1</sup>Explanation/Background:**

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

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

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

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

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

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

effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

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

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

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

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

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

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

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

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#### **Parent Involvement Policy (PIP) Template**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. PS 181, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. PS 181 will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;

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

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

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

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

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

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

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

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

**[ The John L. Steptoe School for the 21<sup>st</sup> Century PS 181 ]**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

## **I. School Responsibilities:**

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;

- arranging opportunities for parents to receive training to volunteer and participate in their child’s class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

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

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

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

- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

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

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

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

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

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

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

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

Part A: School Information	
Name of School: _	DBN: <u>17K181</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>94</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 checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" 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>3</u>
# of certified ESL/Bilingual teachers: <u>2</u>
# of content area teachers: <u>1</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 rationale for offering an after school program is to ensure that our ELLs reach proficiency in the NYSESLAT and excel academically in ELA, Math, and other content area classes. We will, as we have done in the past, provide intensive support to our ELLs to help them acquire as quickly as possible the listening, reading, speaking, and writing skills they need to perform highly in all areas.

The P.S. 181 Title III program, which will consist of weekly after-school sessions, will be taught in English using ESL strategies. The program, which is a language development program, is geared toward developing the academic language of the ELLs, but also enhance their skills in the content area and prepare them for their success in the State Standardized tests. Students will work collaboratively to develop the academic language necessary to become proficient in English as well in the core curriculum subject areas. To help the students perform better, we will differentiate instructions using scaffolding methodologies depending on students' needs, and hands-on activities.

During our sessions, we will provide our students with additional core academic, linguistic, reading comprehension, phonics, visuals, oral and aural support in the content areas to aid in the acquisition of English language, as well as the knowledge of core academic content. In order to do this, teachers extend and strengthen ELL's oral and speaking language instruction in classrooms by developing and enhancing their academic vocabulary through daily oral practice activities such as think, write, pair and share, online audio/visual activities, the use of graphic organizers and thinking maps, to facilitate and condense crucial content material and language. Manipulative, accountable talk, and bilingual dictionaries will be part of each lesson and activity in the classrooms.

Technology will be widely used to help our ELLs to acquire the new language much more effectively. We will use computer and the internet to make available to the students a variety of audio/ visual activities.

We will also use high quality projectors to accomplish a variety of activities. They are as follows:

--highlight lines of texts so that students can follow along

--Present student work to a wide audience

--Display images for brainstorming, warm up, discussion, creative writing etc.

--watch a film

--Surf and display websites that the entire room will see at once.

The After School sessions will be held on Wednesdays and Thursdays from 3:00 P.M to 5: 30 P.M. It will run from January 07, 2015 to March 26, 2015.

We will direct our program on enhancing the reading and the math skills of our ELLs. To meet this objective, we will use different types of reading and math workbooks such as the ELA and Math versions of the Common Core Clinics, the Best Practices (ELA and Math) from Options. This year, we will also use as instructional materials the Ready New York ELA and Math books. These materials have proven to be highly successful in raising students' Reading and Math levels in State tests. In fact, a recent study in New York shows that schools that used Ready New York had a significantly higher percentage of students achieving proficiency on the new 2013 Common Core State Assessment than schools that did not use Ready New York. Using the indicated materials, our second-third grade bridge class will receive intensive instructions in language and vocabulary development, reading comprehension and math skills. The fourth graders and fifth-grade students, who both take the Science test, will use the Ladders To Success science books which include instructional workbooks that cover all the standards and support our curriculum in the subject area in question. For our Social studies component we will use Rewards Plus. These books will help the students to explore a variety of content

**Part B: Direct Instruction Supplemental Program Information**

area topics and use different approaches to complete the related tasks. All other grades, which include the sixth, seventh, and eighth grades, will receive instructions that enhance their ELA and Math skills and widen their knowledge in all content areas of Science and Social studies.

Three teachers will be involved in the program:

Third -8th grades beginners will have one teacher. Third-8th grade intermediate and advanced ELLs will have one teacher. Third-8th grade ELLs will have one math teacher. Our Title III program will be organized in the following subgroups for both the Reading and the Math sessions during the weekdays :

-		
-		
<u>3rd-5th grades</u>	<u>6th – 8th</u>	
<u>grade</u>	<u>Licensed ESL</u>	
<u>Beginning ELLs</u>	<u>Beginning</u>	
<u>ELLs</u>	<u>Instructor</u>	
-		
<u>3rd-5th grade</u>	<u>6th – 8th</u>	
<u>grades</u>	<u>Licensed ESL</u>	
<u>Intermediate-Advanced</u>	<u>Intermediate-Advanced</u>	
<u>ELLs</u>	<u>Instructor</u>	
<u>3rd-5th grades</u>	<u>6th -8th</u>	
<u>grades</u>	<u>Common Branches</u>	
		<u>Instructor with/ESL</u>
<u>Intermediate -Advanced ELLs</u>	<u>intermediate-advanced ELLs</u>	
-		

The number of students for each class /group will be 26.

Our Math component, which will run from 3:00 PM to 5:00 PM on Fridays, will be organized for a third-fifth bridge class and a sixth-eighth bridge class. The two hours will focus on theory and practice as well as on computation and problem solving skills. Our focus will be centered on preparing SIFE, Newcomers, and beginning level students with the basic mathematical skills necessary to bring them up to grade level. The program will help students to understand and internalize the math concepts as well as learn strategies that will help them solve mathematical problems as they also acquire the Mathematical Academic Vocabulary tending to lead them to achieve grade level proficiency in math. English will be the language of instruction mainly used, but Spanish, French, and Creole may be used by the bilingual teacher if the need arises.

Teachers working in this Title III afterschool program are licensed and qualified to teach in the areas of their respective subjects. Included are two certified ESL teachers and one licensed math teacher, all of whom have had vast experience working with ELLs in previous Immigrant Programs and have counted several ELLs in their regular classrooms throughout the school year.

Note that the reading and the writing instructions will be provided by the two certified ESL teachers on Wednesdays and Thursdays sessions. The Math sessions will be provided by the licensed math teacher.

The weekday sessions, which will take place on Wednesdays and Thursdays in the afternoon, will be comprised of 24 days (of two- and- a-half hours of reading and writing instruction) from January 07, 2015 to March 26, 2015.

The Math Academy will consist of 11 sessions on a frequency of two hours every Friday. It will run from Friday January 09, 2015 to Friday March 27, 2015.

### 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: \_\_\_\_\_ These workshops/training include:

At P.S. 181 we provide our Title III teachers with high quality professional development necessary to help them to effectively teach our ELLs. In fact, our Title III after-School program teachers receive professional development from our ESL licensed teachers and through workshops they have attended in the past. The rationale for organizing the professional development is to teach them the skills and strategies necessary to prepare differentiated instruction lessons which will help students acquire their new language in a non-threatening environment. As a result, the students will be able to work collaboratively with each other and use accountable talk, academic vocabulary and research, as they develop their listening, speaking, reading and writing skills.

Some of the workshops will be titled as follows:

1st workshop before the beginning of the After School program: The use of ESL strategies such as TPR, Whole Language, Language Experience, and Natural Approach at the beginning stages of language acquisition.

2nd workshop while program is in progress: How to Use Scaffolding and Differentiation in the ESL class

• How to provide ELLs with support such as collaborative groups, peer teaching, project based learning and technology, continued implementation of Literacy strategies such (phonemic awareness taught through content)

3rd workshop before the end of the Title III program: How to align Common Core Standards for Beginning English Learners (Middle School)

- Supporting ELLs through valuable websites.

### 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: \_

We, at P.S. 181, believe that parent involvement not only brings school and parents closer, but it also helps to improve their child's education. Consequently, parents who work closely with the school, will greatly participate in their child's studies and see the culmination of higher performance in student's work. At the beginning of the year, parents are invited by the ESL teachers to attend ELL Parent Orientation meetings that inform them on the language programs available to their child. After viewing The Title III Parental Choice video in the Parent's language, they get the opportunity to select a program of their choice for their child. The Parent coordinator, ESL teachers, and Assistant Principals participate in the ELL Parent Orientation meeting and inform parents of the various programs available for their children at our school and other schools closed to their home. The parents also have an opportunity to view their child's previous year's test scores and learn how to interpret them. They are also informed of how they can help their child at home, and receive help within the school and out of the school to improve weak areas. In addition, they become familiar with programs within the school pertinent to

## Part D: Parental Engagement Activities

their children's success in this academic year.

As part of our commitment to get parents to actively involve in their children's education, we have planned to put in place several activities. We will organize several information sessions where conferences will be presented to the parents on Health issues, nutrition, peer pressure, and school and home relations. We will reschedule some of the other workshops held last year by the parent coordinator, some of which are Fair Housing( Workshops which address parent's rights as tenants), Nutrition Workshop, Caribbean Women's Health Workshops; Hepatitis C, HIV, Diabetes., How to use P ARIS , managing bullying, gangs, peer pressure.

We will also have an Adult Saturday ESL program. During the Saturday sessions, parents will have an opportunity to learn listening, speaking, reading, and writing skills. Parents will be introduced to interactive websites to build their listening skills while learning certain social and language survival skills. Some of the websites to be used are: [www.Starfall.com](http://www.Starfall.com), [www.Free-phonics.Worksheets.com](http://www.Free-phonics.Worksheets.com), and [www.Readinga-z.com](http://www.Readinga-z.com). They will use Longman ESL dictionaries and workbooks. The Longman dictionaries will be used to teach students the language necessary for immediate survival skills. The pictures are categorized under headings, such as clothes, public transportation, supermarket, the kitchen and the hospital, among others. These dictionaries have theme-based topics with pictures that bring the new language to other real life day-to-day experiences. With the visuals and the new vocabulary used in sentences, students will ultimately retain the words needed to communicate successfully and will facilitate their acculturation process. In addition, these dictionaries cover basic grammar points in classroom activities. These adult students will also be exposed to the computer. Since a clear and effective communication is essential for a fair collaboration between school and parents, we take the translation issue very seriously. We will use all means available to reach parents and to disseminate information to them in their native languages in written form, over the phone, through the ESL Orientation Meetings, on Title I Day, during Parent Teacher Conference, during PTA Meetings, and at the end of the school day when parents pick up their children from school. Oral translators participate at each meeting to translate to parents who do not understand English. Classroom teachers periodically hold Saturday Math, Reading, and writing workshops for parents to enable them to help their children at home.

There will be a culminating activity on April 2, 2015 from 3:00 PM to 5:30 PM . where parents and students will come together and share their written work and projects that they've produced throughout the program. It will also be a multicultural event where parents will bring favorite cultural dishes and share key aspects of their culture.

All three teachers in the Title III program will coordinate and participate in the culminating activity.

## Part E: Budget

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

Allocation Amount: \$0

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

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

Allocation Amount: \$0

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

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

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

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

## Part I: School ELL Profile

### A. School Information

District <b>17</b>	Borough <b>Brooklyn</b>	School Number <b>181</b>
School Name <b>John Steptoe School of the 21<sup>st</sup> Century</b>		

### B. Language Allocation Policy Team Composition

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

Principal <b>Mr. Essanasson Victor</b>	Assistant Principal <b>Ms. Kathleen Glover</b>
Coach <b>type here</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher	School Counselor <b>Ms. Laguerre,</b>
Teacher/Subject Area <b>Mr. Lisowski</b>	Parent <b>Kerline Altenord</b>
Teacher/Subject Area <b>Ms. Conolly</b>	Parent Coordinator <b>Mr. Keith Grady</b>
Related-Service Provider <b>Ms. Pryam</b>	Borough Field Support Center Staff Member <b>type here</b>
Superintendent <b>type here</b>	Other (Name and Title) <b>Ms. Iroku, Counselor</b>

### C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	<b>2</b>	Number of certified bilingual teachers <b>not</b> currently teaching in a bilingual program	<b>1</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>0</b>
Number of certified ENL teachers <b>not</b> currently teaching in the ENL program	<b>0</b>	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>861</b>	Total number of ELLs	<b>81</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

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

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

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

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	81	<b>Newcomers</b> (ELLs receiving service 0-3 years)	62	<b>ELL Students with Disabilities</b>	13
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	19	<b>Long-Term</b> (ELLs receiving service 7 or more years)	

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	62			19						0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: \_\_\_\_\_

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

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

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

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

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

\* EP=English proficient student

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

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

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

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

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

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	10	0	0		0
4	5	3	1	0	0
5	4	2	1	0	0
6	11	0	0	0	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	10		0		0		0		0
4	4		2		1		0		0
5	10		2		0		0		0
6	8				1				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)	0							
Chinese Reading Test	0							

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

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

At P.S. 181 we utilize Fountas and Pinnel to assess students from pre-K to 2nd grade. The Fountas and Pinnel Benchmark Assessment measures their decoding, incoding, vocabulary, fluency, reading comprehension, and writing skills. This assessment is administered by the classroom teachers to each individual student in their class. The purpose of this assessment is to inform instruction based on students' developmental reading levels. It determines the students' independent, and instructional reading levels. It aids teachers in grouping students in small groups, including guided reading, independent reading, and differentiated instruction in their classrooms. The assessment in question helps teachers select texts that will be challenging yet not frustrating, and identifies students who need intervention, or extra support. Additionally, it creates class profiles, and documents student progress across a school year and across grade levels.

For grades three and above we use a combination of the NYSESLAT, NYSITELL, the ELA, Math, and Science assessments. Regents Exams were not taken last year. We take note of the results of these assessments to determine where students' strengths and weaknesses are. Moreover, the results of these assessments are essential for teachers in their instructional planning. Data results are disseminated, to classroom teachers during weekly grade conferences, as soon they're available. At these grade conferences teachers discuss formal and informal test results to plan instruction collaboratively. Based on these assessments, instruction is geared to meet students' individual needs through the use of differentiated instruction. It is a practice at P.S. 181 for the leadership committee, and the ESL teachers to meet with mainstream classroom teachers at the beginning of the year, and subsequently, after results of each assessment taken during the year are available, to analyze and discuss students' test results.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 

The data patterns across proficiency levels on the Spring 2015 NYSITELL and NYSESLAT for our elementary grades reveal that the out of five first grade students 1 has an EX level, 3 are EM, and 1 is TR. In the second grade grade 8 students out of 11 went up one level, while 3 stayed stagnant and 3 decreased one level ( 1 EX, 4 TRs, 3 EMs, and 3 ENs). In the 3rd grade 6 out of 14 students increased are advanced (EX), and 5 increased one level and 3 stayed the same. In the fourth grade 2 students out of 9 went up attained advanced level (EX), 5 went up one level (TR) and 2 stayed stagnant. In the 5th grade 2 out of 7 students attained an advanced level (EX), 2 students went up two levels (TR), and 2 went up one level (EM) went up one level and and none decreased on

level. One student went down one level.

The data patterns across proficiency levels on the Spring 2015 NYSITELL and NYSESLAT for our Junior High School reveal, as seen on the "ELL Proficiency Levels chart", that in the 6th grade there are many more Advanced ELLs than Beginner or Intermediate ELLs. Out of eleven 6th graders, 8 are advanced (EX), 2 are EN, and 1 is intermediate (TR). This data also reveals that 1 out of the 11 students is a long term ELL. The trend in the 7th grade is similar to the 6th grade: 7 out of 11 students are advanced (EX), 1 is intermediate (TR), 1 emerging, and 2 beginners. In the 8th grade 4 out of 9 students attained an advanced level (EX), 3 went up one level (EM), and 2 are beginners. For the majority of the students who took the NYSESLAT we noticed that their raw score in reading comprehension went up slightly. Consequently, we will plan on continuing to enhance reading, fluency, and comprehension strategies, and also work more on strengthening their writing skills by responding to non-fiction reading texts and literature. These writing activities will include the use of the writing process, graphic organizers to outline and organize their ideas, rubrics that will guide them to develop and strengthen their weaker areas, bilingual dictionaries, and most importantly, one on one conferencing with the teachers.

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

The 2015 NYS ELA assessment was administered to 24 English language learners in grades 6-8. The assessment performance data indicates that 15 of ELLs in grades 6-8 did not meet the standards. Out of those 24 students 5 have IEPs, 15 have been in the NYC school system 3 years or less, and 4 are Long Term ELLs.

The 2015 NYS MATH assessment was administered to 27 English language learners in grades 6-8. The assessment performance data indicates that 4 out of our ELLs in grades 6-8th met the ELA standards, and 23 ELLs did not meet the standards in ELA. The data also indicates that only 2 met the standards in Math.

13 ELLs were administered the 2015 NYS Science assessment in grades 4 and 8, 8 of which had a score of 2. The remaining 5 had a score of 1. In the fourth grade, 7 students took the ELA. Six out of those 7 students had a level 1 and one had a level 2; five were newcomers and two have been here between 4-6 years. Seven students took the Math test. All 7 students had a level 1.

In the fifth grade, 11 students took the ELA. All 11 students scored a level one. Two of them are newcomers, 6 have been in the NYC school system from 4-6 years (one has an IEP), and one is a Long term ELL (with an IEP).

The results of these tests indicate that our ELLs need more academic support in the Math and Reading. These students are provided with additional support in their mainstream classrooms, in the after-school programs and Math Saturday Academy. Our school uses information about Annual Measurable Achievement Objectives to direct and redefine instruction that will amply contribute to the language proficiency of the ELLs and their academic progress. The data reveals the need for our school leadership team and classroom teachers to analyze this data in order to plan, drive, and guide instruction through differentiation of instruction that targets the beginner's and intermediate's weaknesses in reading and writing and helps reinforce their strengths.

A close analysis of this data will help teachers in their instructional planning to promote the four language modalities, and to contextualize strategies to make instructional input more comprehensible. The data patterns across proficiency levels on the Spring 2015 NYSITELL and NYSESLAT for our elementary grades reveal that elementary students NYSESLAT scores range mostly in the Emerging and TR levels due to their reading and listening limited skills. To help them improve in those areas, we will introduce them to more complex content area texts and encourage them to listen to and respond to audio texts as well as reading aloud by their ESL teachers.

The data shows that most 6-8th students steadily remain in an Advanced level due to their scores in the modalities of Listening, Reading, and Speaking, but are unable to test out due to their weaknesses in writing. To help them attain proficiency, they need to continually read more extensive non-fiction texts and literature and practice the craft of responding to these through essay writing. Teachers will use strategies such as, modeling, scaffolding, reading, interpreting, analyzing and critical thinking skills to respond to a writing prompt. Students will be guided through analyzing and synthesizing information to integrate writing with content at every level of instruction.

As all other students our ELLs are held to high expectations and ought to demonstrate gains in all the NYSESLAT modalities as indicated by the new descriptors of Entering, Emerging, Transitioning, Expanding, and Commanding as well to other standardized tests. Therefore, by using the information from the data, our teachers will, in turn, adopt teaching strategies that facilitate learning and lead to greater achievement for the ESL students.

4. For each program, answer the following:
- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
  - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
  - What is the school learning about ELLs from the periodic assessments? How is the home language used?
- a. Our ELL students have chosen to take their tests in English. Patterns on NYSITELL and NYSESLAT data across proficiency levels indicate that the Beginner students' language proficiency is improving. However, it also indicates that our Long-term ELLs need more rigorous reading and writing practice to meet proficiency.

4. b After looking and analyzing the data in the ELL Periodic Assessments, and the Item Analyses Report, our school leadership team and

classroom teachers use this data to plan, drive, and guide instruction by implementing resources, materials, and by differentiating instruction to target their weakest areas and reinforce their strengths. Teachers use resources available at and outside our school such as the libraries, museums, and internet, among others to plan and differentiate instruction for these students. The test results on the Periodic Assessments provides explicit information for our teachers which in turn, enables them to use teaching strategies that facilitate learning and greater achievement for students . This data also helps teachers in their instructional planning to promote the four language modalities, and to contextualize strategies to make instructional input more comprehensible.

When students are at the beginning or early intermediate levels of language acquisition, as per their NYSITELL, or NYSESLAT scores, students' native language is used to help them access content. This is done through NL peer groups, internet bilingual websites, bilingual dictionaries, assistance of a bilingual educational assistant or teacher, or texts in their NL. ELLs are usually paired with more fluent ELLs and work collaboratively to help them access content and to attain the content academic vocabulary. All students are held to high expectations, and are expected to demonstrate gains in all the NYSESLAT modalities. Specifically, as indicated by the 5 levels of Student Performance Descriptors for New Language Arts Progressions; Entering, Emerging, Transitioning, Expanding, and Commanding.

4. c (1) From the results of the assessments, our school is learning that students, specifically in the upper grades 6-8th need to be exposed to more extensive non-fiction texts and literature, and be able to respond to these through essay writing. Teachers will use strategies such as, modeling, scaffolding, reading, interpreting, analyzing and critical thinking skills to respond to a writing prompt. Students will be guided through analyzing and synthesizing information to integrate writing with content at every level of instruction.

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.](#)]

Instruction is adjusted and modified to expand their competencies and prior knowledge. Teachers explicitly plan and target their language development early by incorporating differentiated teaching strategies in their lessons throughout the day. ESL students who are identified as experiencing difficulty in their mainstream classrooms, who are struggling with English, and subsequently not able to perform as well as their other ELL counterparts, receive additional support from their classroom teachers as well as their ESL teacher. Instruction is adjusted and modified to expand their competencies and prior knowledge. Teachers explicitly plan and target their language development early by incorporating differentiated teaching strategies in their lessons throughout the day. Thus, they incorporate high quality instructional strategies. Through our experience with working with ELLs, we have become aware of the fact that students come with varying degrees of formal educational experiences, and or educational gaps from their native countries. Due to this, teachers incorporate high quality educational strategies to move students through tiers I, II and III instructional levels by providing these students with additional core academic, linguistic, reading comprehension, as well as phonics, visual, oral and aural support in the content areas to aid in the acquisition of English language, as well as the knowledge of core academic content. In order to do this, teachers extend and strengthen ELLs' oral and speaking language instruction in classrooms by developing and enhancing their academic vocabulary through daily oral practice activities, such as; think, write, pair, share, online audio/visual activities, content area books with tapes, cd's, repetition through chants and songs, re-reading, teacher made flash card games, developing their cognate awareness, the use of graphic organizers and thinking maps, to facilitate and condense crucial content material and language.

Moreover, teachers activate schema, scaffold, use multicultural books, and use Native Language support from peers in the classroom. They use questioning techniques that motivate oral expression and practice, in addition to role playing. Fluency development is enhanced by choral reading, individual reading aloud, and or peer reading aloud, and debates, among others. Comprehension of oral reading is acquired through teacher questioning which promotes understanding and prompts critical thinking and analysis through discussions and debates with peers, among others.

To help ELLs acquire the academic writing skills they need in the content areas, teachers give them daily writing practice which respond to open ended questions posed during class discussions. Teachers use scaffolding strategies such as using the KWL charts, and graphic organizers, and have students do extensive research in order to respond to a writing prompt. In addition, they use the language experience approach, such as anchor charts which is based on student's response to reading, summaries, retelling, classroom discussions, dialogue journals where the teacher models correct writing conventions, correct use of grammar and spelling. Words and grammar are taught through reading and writing activities and not in isolation.

Teachers incorporate real life (realia) interactive activities in their classrooms to teach students to solve and analyze math word problems. Activities such as asking students to bring in their favorite native food recipes, and the use of mathematical skills such as weighing, measuring, counting, adding, among others to provide the appropriate amount of food servings and nutrition. Or, by incorporating store-play in the classroom, where students purchase play candy, clothes, and school supplies with play (fake) monies, and tie these math concepts and computation skills to their personal real life experiences, and to enhance their reading, and math skills:

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

ELLs' second language development is considered during teachers' lesson planning, and instructional decisions are based on the student's NYSESLAT and or LAB-R scores. To ensure that student's second language development is addressed during lesson planning, and that appropriate differentiated instruction is implemented, ESL teachers provide mainstream teachers with ELL's NYSESLAT scores, and their Periodic Assessment scores. Additionally, all classroom teachers attend ESL staff development workshops during the year, which informs them about teaching strategies that best address the needs of these students, including but not limited to NL peer

support, the importance of incorporating visuals and condensed content area lessons, graphic organizers, anchor charts, inter active computer research, group discovery learning, exposure to museums, accountable talk, group presentations, and vocabulary activities that reinforce academic language development, among others.

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: Our school does not offer a dual language ESL program.

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

The success of the programs for our ELLs are measured through the growth in their oral expression, comprehension of oral language, reading comprehension, and writing skills development. Students' class works (portfolios), group works (projects), oral presentation as well as the comparison of their raw scores in all their NYC/state exams from one year to the next is indicative of the program's success or failures. For the most part, programs that explicitly address the needs of our ELLs take into account differentiation of instruction, incorporation of ESL strategies and methodologies and are rich in academic language. The programs are rigorously lean on high expectations, facilitate core content knowledge, allowing student discovery and learning in a way that they can become very successful academically.

By analyzing the data in progress reports such as NYSESLAT, Periodic Assessments, ELA, Math, and students' work in the classroom, we have observed that students in the 6th and 4th grade didn't reach their AYP. In the 6th grade 8 out of 11 students didn't reach their AYP, regardless of their NL. Out of those 11 students 1 is a long term ELL, and 3 have had 4-5 years of service. In the 4th grade we had similar results with 7 students out of 14 not reaching their AYP. This poses specific instructional issues and challenges with regard to the AYP. This data helps us to strategically target these students for extra support during the Title III After-school Programs. We identify some of the differing characteristics by classifying ELLs in three groups: newly arrived with adequate schooling, newly arrived with limited formal schooling, and long-term English learners. The data from these assessments indicates that we need to provide these ELLs with more intensive and challenging instruction, collaboration, and validation of students' home and life experiences, set rigorous goals that support students to meet grade-level standards, evaluate growth frequently, and increase intensity of instruction when growth is less than expected. In addition, teachers need to have higher expectations and motivate students to reach the desired goals by conferencing one on one with students weekly, and setting individual goals. Moreover, we need to comply with the The No Child Left Behind Act of 2001 (NCLB) requires that all children, including English language learners (ELLs), reach high standards by 2016. More importantly, communication between home and school is ongoing throughout the school year. Teachers meet with parents during: Saturday teacher/parent workshops, afterschool, during teacher preps, or speak over the phone to inform parents on their child's success and needs as well as ways they can help their child at home.

## 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.

1. New ELLs are identified during the registration process. Parents/guardians are interviewed by either of the two Certified ESL teachers in our school, or other trained pedagogues who speak the same language as the parent or guardian. The languages spoken by the pedagogues involved in the registration are mostly Spanish, Haitian Creole, and Arabic.

In some cases, some parents also bring an adult family or friend translator or they request for help from our translation service staff.

As part of the registration process, a certified ESL teacher gives parents the HLIS form in their native language. Interviewing the parent and child, looking at the HLIS form, and doing an informal assessment indicate what language the child speaks, understands, reads, and writes. This tells us if the student needs to have the NYSITELL/Spanish LAB administered, or if the student is SIFE.

Students who are identified as possible ELLs take the NYSITELL and Spanish LAB, if their language is Spanish, within the first 10 days of registering in our school. The NYSITELL or Spanish NYSITELL is administered by an ESL Certified teacher. Letters, in the parent's native language, are sent home informing parents of this assessment. Initially, the NYSITELL is hand scored in the school to determine if the students qualify for ESL services. The leadership committee and ESL teacher meet with teachers at the beginning of the year, and subsequently after results of each assessment is available, to inform teachers of students' test results.

First, the Oral Interview Questionnaire is used to identify if the student had lapses in school instruction of more than two years. The other instrument is the Academic Language and Literacy Diagnostic (ALLD). ALLD is only administered to students whose home language is English or Spanish. If a student is found with two year interruption in their formal education, the student is further

evaluated. Their native language literacy skills are evaluate with a brief writing sample and reading comprehension. We also administer the the Fauntas and Pinnel to all incoming students to measure their English language proficiency; Native Language reading comprehension texts, and Math problems in their NL are used to measure a student's Native Language levels, and to identify SIFE students; we keep running records of all test results; and the MOSL for ELLs. Teachers use these test results to plan for small group, guided reading instruction, including targeted interventions and supplemental support. Teachers select materials that match ELLs' instructional levels and provide appropriate instruction. In addition, ELLs are administered all content area tests including Science, Social Studies, and NYS Math assessment. The NYS ELA test is administered 12 months after enrollement. The New York State English as a Second Language Assessment Test (NYSESLAT) is administered and scores for each ELL are analyzed to determine proficiency in the four literacy skills areas of listening, speaking, reading, and writing. All the data obtained from these assessments is used to plan interventions for our ELLs.

School teams meet regularly to examine data (ARIS, NYSESLAT) in order to determine which program relates to the proficiency level of each student.. These teams are composed of the leadership comittee, testing coordinator, assisant principals, and ESL pedagogues. Our instructional staff and the leadership committee ensures that students receive the mandated number of instructional minutes in ESL as per Commisioner's Regularions 154.

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).

Assessments are used to identify SIFE students within 30 days of enrollment in order to determine the students' educational backgrounds. First, the Oral Interview Questionnaire is used to identify if the student had lapses in school instruction of more than two years. The other instrument is the Academic Language and Literacy Diagnostic (ALLD). ALLD is only administered to students whose home language is English or Spanish. If a student is found with two year interruption in their formal education, the student is further evaluated. Their native language literacy skills are evaluate with a brief writing sample and reading comprehension. We also administer the the Fauntas and Pinnel to all incoming students to measure their English language proficiency; Native Language reading comprehension texts, and Math problems in their NL are used to measure a student's Native Language levels, and to identify SIFE students; we keep running records of all test results; and the MOSL for ELLs. Teachers use these test results to plan for small group, guided reading instruction, including targeted interventions and supplemental support. Teachers select materials that match ELLs' instructional levels and provide appropriate instruction. In addition, ELLs are administered all content area tests including Science, Social Studies, and NYS Math assessment. The NYS ELA test is administered 12 months after enrollement. The New York State English as a Second Language Assessment Test (NYSESLAT) is administered and scores for each ELL are analyzed to determine proficiency in the four literacy skills areas of listening, speaking, reading, and writing. All the data obtained from these assessments is used to plan interventions for our ELLs.

Students with interrupted formal education (SIFE) are given additional support in reading, Science, Social Studies, and Math. Our targeted intervention programs for ELLs in ELA, Math, Science, and Math as follows: they participate in our Title III after-school programs and our Saturday Math Academy. The Title III after-school offers 3 classes: one beginner/newcomer class for grades 3 through 8th grades, one intermediate-advanced class from 4th through 5th, and one intermediate-advanced class from 6th to 8th grades. This program focuses on developing listening, speaking and reading skills through the use of content area materials and use different leveled texts, technology, audio and visuals, graphic organizer, hands on activities, and chants among others. The Math Academy is given by a bilingual Haitian-Creole teacher and offers the student the opportunity to work in leveled groups with manipulatives, interactive math CD-ROMS, math table games, graphs, and direct teacher instruction. In all cases, teachers scaffold their lessons, use manipulatives, visuals, technology, leveled texts, offer extra practice materials, and group student with a bi-lingual NL peer. Our goal is to have these SIFE students bridge the gap, and with our additional support and help, reach grade level performance. SIFE students are encouraged to attend After-school programs and Saturday Academies to help them gain the additional knowledge they need in the core subject areas. All additional supporting is taught in English with the assistance of bi-lingual peers, bi-lingual educational assistants, or bi-lingual pedagogues, when available.

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).

As indicated by the ELL Policy and Reference Guide, the identification process shall commence no later than the date of the student's initial enrollment or reentry in a New York State school district. A delay may be observed in the identification process when the statewide English language proficiency identification assessment was not administered before July 15 for students in grades 1-12 enrolling for the start of classes in September. For students enrolling in kindergarten for the start of classes in September, the statewide English language proficiency identification assessment may not be administered before June 1. Due to these obstacles, we rely on the district office to complete all steps of the identification process in this section prior to the student's final placement in our school.

If a student is identified as an English Language Learner with a disability pursuant to paragraph (3) of this subdivision, we proceed with placement in our English as a New Language program with the help of members from the Language Proficiency Team which includes an individual who provides bilingual services or instruction in the student's native language or someone who is certified to teach English to Speakers of Other Languages, a certified bilingual teacher as well as members from the Committee of Special

Education from our school.

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.

- As soon as a newcomer's NYSITEL Assessment is scored, and if the student is entitled to receive ESL services, an Entitlement letter (available in 14 languages) is sent home in the parents' NL informing parents of their child's entitlement to receive ESL services within five days following the administration of the NYSITELL and the determination of the score, and of the three educational programs available for their child. They are also given a time and date to attend a Parent Orientation Session where they can make an informed decision as to their program choice. When a parent makes a choice in the parent selection form, a Placement letter is afterwards sent home, in the parent's NL, informing the parent of the student placement.

Our school also sends Non Entitlement/Transition Letters to parents of students who have exited ELL status. These letters, which are translated into the parents' home language, are usually sent to parents before the beginning of the school year but no later than September 15 of the school year.

This notification process continues all year depending on whether new admits are eligible for ESL service or not. At the beginning of the school year, and throughout the year, when we assess a newcomer with the NYSITELL, we send home entitlement letters to parents of new ELLs and non-entitlement letters for the students who pass the NYSITELL.

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).

Within 45 days of enrollment of their child whom the school believes has been misidentified as an ELL,, parents can be informed in a letter written in their native language that they have the right to appeal ELL status. We make them aware of this right in the instance where if a student is a student with a disability or is suspected of having a disability that may impact the ability to speak, read, write or listen in English.

Whether the school principal determines to change the ELL status or not, written notification of the decision in the parent's preferred language will be sent to the parent or guardian (and the student if he/she is 18 years of age or older).

The parents are also made aware of the following: If the recommendation is to not change the ELL status, no further actions are necessary; if the recommendation is to change the ELL status, the process continues. In addition,. upon receipt of signed notification acknowledging the principal's recommendation to change the ELL status from the parent or guardian or student (if he/she is 18 years of age or older), the relevant documents and recommendation are sent to the superintendent (or designee) for review and final decision.

Written notification of the decision will be sent from the superintendent to the principal from the principal to the parent or guardian/ and student (if he/she is 18 years of age or older) in the parent's preferred language within 10 school days of receipt of documentation from the principal. If the decision is to not change the ELL status, no further action is necessary. If the decision is to change the ELL status, the student's program must be modified accordingly.

As all other ELL documentations all notifications and relevant documents will be kept in the student's cumulative folder.

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.

To ensure that parents understand all three program choices for their children, we ask parents to bring their own translator, or we use translation services. We follow the procedures below to ensure that parents understand all three program choices for their child: The ESL pedagogues maintains an accurate record of parental choices and immediately enter the parental choice in the ELPC screen (BESIS).

In fact, after newly admitted students are tested with the NYSITEL within the first 10 days of being admitted in our school, we immediately set a date for a Parent Orientation meeting. If the student qualifies for services, we send parent's an invitation to the Parent Orientation meetings. Letters are sent home in the parents' language choice, as indicated in the HLIS and/or Blue Card they filled out during registration. In addition to letters being sent home, the ESL pedagogue and Parent Coordinator call the home to remind them of the Orientation Meeting. ESL teachers also meet parents outside during dismissal to remind them of the importance of attending this orientation.

If a parent doesn't attend the workshop, calls are made home explaining their options, and brochures are sent home in the parent's NL so that parents can make an informed selection. Note that Parent Orientation Meetings are held by certified ESL pedagogues, and trained pedagogues that speak the parent's predominant languages.

The Parent Choice Orientation Meetings' goal is to inform parents of the educational program choices available to their child. At this meeting parents watch an informational video translated in several of the most dominant languages in NYS. Prior to the meetings parents are also informed that they can bring an interpreter. After viewing the video, and answering questions parents may have, parents are given a program choice for their children. Subsequently, the student is placed in the program choice the parent selected (if available in the school) within the first 10 days of being admitted in the school. If a choice is not made by the parent, the student is placed in a mainstream classroom and receives the mandated ESL instructional services depending on his/her NYSITEL level

achieved. If the parent chooses a bilingual program, the ESL teacher and the Pupil Accounting Secretary inform the parent of the schools who offer their selection, and the child is then transferred to that school. If the parent still wants the child to remain at P.S. 181, then the child is placed in a mainstream class and receives the mandated minutes per his/her NYSITELL Score.

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

To ensure that Parent Surveys and Program Selection forms are returned in a timely manner, our school not only organizes on-going parent orientation meetings, but we also continually stay in contact with the parents through phone calls, face-to-face contacts during dismissal. During those contacts, we encourage the parents to stay a few minutes after school so they can fill out the forms and return them right away to us.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. Parent Survey selection and selection forms are printed out at the beginning of the school year to be used throughout the year, especially during parent orientation and other subsequent meetings with parents. The forms, which were filled out by parents are securely kept in the main office and in the office of the ESL teachers. To monitor the return of the forms, the ESL staff continually counts the number of returned Parent Survey and Program Selection forms relatively to the number of ELLs serviced by our ESL program.

9. Describe how your school ensures that placement parent notification letters are distributed.

Placement parent notification letters are distributed as soon as the new comers are tested and judged eligible to receive service. The letters are sent to parents in their native languages so the information can be adequately communicated to the parents:

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

All ELL-related documents HLIS, non-entitlement, and entitlement letters are kept in the ESL room cabinet in labeled folders. An electronic folder containing the same letters are saved on the computer ready to be printed out and signed by the principal to be reviewed upon request. Additionally, these ELL documentations are not only securely kept in the ESL teachers' cabinets for continuous reviews, but copies of the same documents are also held in folders carrying the name of each ELL.

At the beginning of the school year, and throughout the year, when we assess a newcomer with the NYSITEL, we send home entitlement letters. These official notifications are sent home with the student in the parent's native language. We keep a log of the letters sent home. We record which were sent, and which were returned. If letters are not returned, the ESL teachers or other bilingual pedagogue call the parents/guardians to inform them of the importance of signing and returning these forms. If a form is not returned we follow state mandated procedures, and place the student in a mainstream classroom, and proceed to provide the mandated ESL services. These letters are kept in a file in the ESL pedagogues classroom, in alphabetical order, and by grade.

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.

NYSESLAT administration explicitly follows the NYS/City assessment protocol/procedures established for all student yearly assessments. Dates and schedules for test administration are strictly followed for each of the 4 bands of the NYSESLAT test. This test measures LEP/ELL students' levels of English proficiency annually to determine if these students still qualify for ESL or bilingual services. Every ESL student is administered the NYSESLAT as mandated, in the Spring. These test scores determine whether or not the student continues to be eligible to receive ESL services. This assessment also indicates where a student is progressing and where he/she needs additional support. This test is divided in four strands, listening, speaking, reading and writing.

NYSESLAT testing materials are secured, in accordance with DOE Assessment mandates. Materials are counted and accurate logs are kept for accountability purposes. Preslugged answer documents are divided by test modality and level. Logs are kept of preslugged answer documents to ensure that all students have been accounted for. Blank answer documents are filled in for those ELL's who do not have preslugged answer documents.

Parents are informed in writing, in their NL, of the NYSESLAT Assessment prior to the test administration.

In order to ensure all ELLs are tested with the NYSESLAT within the timeline for NYSESLAT implementation, the testing coordinator and ESL pedagogues plan on a testing schedule for each band of the NYSESLAT assessment of speaking, listening, reading and writing. Testing regulations for the NYSESLAT are strictly adhered. In order to ensure that all ESLs are assessed, accurate and up to date records/logs are kept of students who are eligible to take the NYSESLAT, and of new students entering the school throughout the year. The testing coordinator and pupil accounting secretary download the RLER on the ATS screen, to ensure that all ELLs are identified for testing. All students receiving ESL services are tested, including Students with IEP's. Students with IEP's are tested according to the accommodations specified in their individual IEPs.

Pedagogues administering the NYSESLAT attend assessment training each year, and/or ESL pedagogues who have attended the training turn-key before testing begins. Cross reference sheets with the RLER ensure that all students that qualify for the NYSESLAT are tested. State Testing procedures are explicitly followed.

Speaking: The speaking part of the test is administered and scored by a non-ESL Proctor/pedagogue within the timeline for

implementation specified the DOE Assessment guidelines for that specific year. Students who are absent within the timeline for any part of the NYSESLAT assessment are tested during the timeline for testing absentees.

In September, at the beginning of the school year, parents are informed of their child's NYSESLAT scores and a continued entitlement letter is sent home. Moreover, the school leadership committee, the ESL pedagogues, and classroom teachers who service ELL's, meet at grade conferences to view and analyze NYSESLAT/ELA/Math, scores. These test scores are used to create rigorous student lessons, to differentiate instruction, to group, evaluate progress, and to address students' strengths and weaknesses. Each section of the NYSESLAT are administered by grade bands during the indicated dates. The Speaking portion of the test is administered to individual students. The other portions of Reading, Writing, and Listening are administered to grade bands students as indicated by the testing memorandum.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

We keep a log of the letters sent home. We record which were sent, and which were returned. If letters are not returned, the ESL teachers or other bilingual pedagogue call the parents/guardians to inform them of the importance of signing and returning these forms. If a form is not returned we follow state mandated procedures, and place the student in a mainstream classroom, and proceed to provide the mandated ESL services. These letters are kept in a file in the ESL pedagogues classroom, in alphabetical order, by grade.

In addition, when NYSESLAT scores become available at the beginning of each school year, Continued Entitlement letters or non-entitlement letters are sent home, in the parent's NL, informing parents about whether their child tested out or not or whether the child continues to be entitled for ESL service or not.

Let's note that letters of continued entitlement and transitional support are constantly communicated to parents as long as their children are eligible for service. Throughout the year, we keep continuous communication with the parents concerning the progress of their children, but we make sure that we constantly remind them of the necessity for their children to continually receive service until they test out or even two more years beyond attaining proficiency.

13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

After reviewing the Parent Survey and Program Selection forms for the past few years, the trend in program choice in our school has been for Free-Standing ESL. Most parents who have their children in our ESL program opt for the Free standing ESL. Out of 100 forms filled out by parents of our ELLs, about 3 to 5 opted for a Bilingual or dual programs. The majority of them feel comfortable having their children in the free standing ESL program. Therefore, we can conclude that the program model offered at our school is aligned with parental requests.

Parents who chose a Bi-lingual program for their child are offered the opportunity to transfer the student to a bilingual school.

If a parent has chosen a program not available at our school, we make note of it and we make sure that we comply with the NYS Commissioner's Regulations Part 154, and ASPIRA. If there are 15 or more students with the same NL in one grade or two contiguous grades, a bilingual class is formed. If enough parents choose a TBE/DL program for students of the same NL, we will notify the parents by sending letters home in the parents' native language, call the home, inform the students' mainstream teacher, and the certified ESL pedagogues meet parents outside during dismissal to inform them of this new program available for their child. We follow this procedure even if we don't have a program choice which is not available at our school.

## 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.

P.S. 181 offers a freestanding ESL program model. We have two certified ESL teachers that do both Pull-Out and push in models. Students in our pull out model are grouped heterogeneously. We group them by their NYSESLAT or NYSITELL level (homogeneously), by two consecutive grades. Students are picked up from their classrooms by the ESL teacher. They are pulled out during gym, music, or art, and are serviced in 90 minutes blocks. ESL instruction is content based, using ESL methodologies and strategies. The use of differentiated instruction is implemented. Students work in small groups where interaction and participation among group members is necessary to complete assigned projects. Academic language is practiced through accountable talk, and teacher made activities. Internet research projects, visuals, anchor charts, video clips, and graphic organizers, enhance student content and language learning. Speaking, listening, reading and writing are incorporated in every lesson. Classroom teachers and the ESL teacher meet weekly to plan lessons collaborately.

In the push-in model, school organization and structure is maximized for ample collaboration and planning time among teachers. The mainstream teacher and the ESL teacher work collaboratively. They plan lessons together, all of which meet the curriculum alignment and incorporates strategies and methodologies that support the different leveled ELLs in that classroom. Instruction is rigorous and challenging, but not frustrating. Activities such as pair, think share, accountable talk, hands on activities, realia, visuals, videos, graphic organizers, debates, technology based projects, among others, are incorporated.
  - b. TBE program. *If applicable.*

No TBE is offered by PS 181
  - c. DL program. *If applicable.*

We have no DL at PS 181.
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)?

In order to service all students to their outmost learning advantage we group students by levels in the following way: we include two instructional components (90 minute blocks) of language arts instruction five times a week, including ELA and ESL. ELA is provided by the content area teachers for two block periods a day. ESL service is provided by the ESL licensed teacher as mandated by the NYS Department of Education. ELLs at the beginning and intermediate levels of language acquisition receive 360 minutes of ESL per week in four 90 minute-blocks. Advanced students receive 180 minutes a week of ESL in two 90 minute-blocks.
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.

In each ESL program model, classes are aligned with the state and city Common Core Standards. ESL students are taught in English through the core academic content areas. ESL teachers and mainstream teachers meet once a week during their common preps to prepare lessons in the content areas, to plan and facilitate the learning of academic language and content through activating schema, scaffolding, differentiated instruction, interactive technology activities, the use of visuals, use of varied leveled texts on the same topic, and a plethora of audio, (eg. chants, songs, books with tapes/cd, interactive computer programs, read alouds, peer read aloud, accountable talk, think-pair-share,) games, realia, the use of over head projectors, manipulatives, group work, group research, student presentations, role play, modeling, think aloud, modeling, the use of realia, and hands-on activities.

Students are pulled out from their mainstream classrooms and serviced in two period blocks. They are grouped by language levels and preferably in one or two consecutive grades. ESL students are taught through content following the mainstream classroom curriculum, by grade. To lessen culture shock, and assist in content comprehension, students speaking the same NL are paired. In addition, the use of glossaries, bi-lingual dictionaries, bilingual thesaurus, and a varied amount of leveled texts in Haitian Creole and Spanish (our predominant students' Native languages). These books are available for use in the classroom and to borrow. Also, pedagogues and teachers speaking the same NL as the student assist beginning level students in content comprehension, and aid in evaluating student's NL summaries, and feedback.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

Students who are at a beginners or low intermediate level in their NYSITELL or NYSESLAT use bilingual dictionaries, bilingual books, and internet programs in their native language to acquire content, and lessen culture shock while they become acculturated. This temporary support during the BICS stage (Basic Interpersonal Communication Skills), is necessary to make their transition less difficult and stressful, until they acquire more English language dominance/proficiency to work independently. At this beginning stage of language acquisition, the two ESL teachers, one who is bilingual Spanish, and the other French/Haitian Creole, and an Arabic speaking Physical Therapist at our school, assist in evaluating student's work in their Native Language.

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

In addition to the yearly NYSESLAT evaluation, which measures their yearly growth in the four modalities of listening, speaking, reading and writing, assessment in the classroom is on-going. During instructional time students are evaluated through informal teacher made tests. Assessment of content and academic language comprehension and attainment is a daily routine, and an important part of our every day lessons. These ongoing assessments are important in monitoring student progress.

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

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

6. a) Students with interrupted formal education (SIFE) are given additional support in reading, Science, Social Studies, and Math. Our targeted intervention programs for ELLs in ELA, Math, Science, and Math as follows: they participate in our Title III after-school programs and our Saturday Math Academy. Teachers go over, and scaffold lessons taught in class to ensure that students comprehend the lessons taught in class that day. The Title III after-school offers 3 classes: one beginner/newcomer class for grades 3 through 8th grades, one intermediate-advanced class from 4th through 5th, and one intermediate-advanced class from 6th to 8th grades. This program focuses on developing listening, speaking and reading skills through the use of content area materials and use different leveled texts, technology, audio and visuals, graphic organizer, hands on activities, and chants among others. The Math Academy is given by a bilingual Haitian-Creole teacher and offers the student the opportunity to work in leveled groups with manipulatives, interactive math CD-ROMS, math table games, graphs, and direct teacher instruction. In all cases, teachers scaffold their lessons, use manipulatives, visuals, technology, leveled texts, offer extra practice materials, and group student with a bi-lingual NL peer. Our goal is to have these SIFE students bridge the gap, and with our additional support and help, reach grade level performance. SIFE students are encouraged to attend extended day, After-school programs, and Saturday Academies to help them gain the additional knowledge they need in the core subject areas. All additional supporting is taught in English with the assistance of bi-lingual peers, bi-lingual educational assistants, or bi-lingual pedagogues, when available.

6. b ) Newcomers are pulled out for 360 minutes and are surrounded by an abundant amount of audio, aural, and visual support as well as content area instruction using scaffolding and differentiated instruction methodologies. Also newcomers are offered and encouraged to attend the entire additional program available to the regular student body. They are invited to attend our after-school program 5 days a week from 3:00-6:00 where homework help, sports, and participation in dance, games with peers will facilitate the acculturation process. In addition they attend our Title III After-school program where they get additional help in phonics development, listening, speaking, reading, and writing, in the content areas. Mainstream classroom teachers work collaborately with the ESL teachers to facilitate the assimilation of classroom content material, concentrating on academic language and rigor, utilizing visuals, computer interactive websites and programs, peer grouping, and peer collaboration, to aid in the learning process, acculturation, and language development.

Additionally, Newcomers participate in all reading, math, social studies, and science test-practices given by classroom teachers and or Kaplan, in preparation for state and city assessments. High expectations and academic rigor are held for all students, including ELLs . Participation in class assignments, homework, projects and presentations are equally expected from ELLs as well as from the rest of the classroom. The ESL teachers are actively involved in providing additional materials, computer inter active software, and in scaffolding content to meet the academic demands of the classroom. Moreover, classroom teachers encourage and request communication with parents of ELLs, either by phone or in person, so that the home becomes involved in the academic rigor, demands of the school, and the academic and language progress and needs of the student. Translators/interpreters are used to facilitate parent/teacher communication.

6. c) Ells who have been in a U.S. school from four to six years are encouraged to attend any extra academic support programs, including the After-School program offered daily from 3:00PM to 6:00PM, our Title III after-school content area reading program, and our Saturday Academy. They receive additional academic support, at varying degrees of difficulty, from the ESL teacher to help them bridge the language and content gap and achieve academically as well as their classroom peers. Also, the mainstream classroom teacher works collaboratively with the ESL teachers to prepare same content lessons when the ELL student is pulled out for ESL. Additional scaffolding and support is given for the continued development of reading comprehension and writing activities.

6. d) Looking at the formal and informal test results of Long Term ELLs help identify patterns and informs us as to why students are not becoming proficient. We then focus developing rigorous instruction, enriching language development, and

academic concepts and skills. We work with these longterm ells to strenghten their weaker areas and enhancing their stronger ones. ESL teachers co-teach in mainstream classrooms and incorporate project based learning. We meet periodically to track students progress. Mainstream teachers and ESL teachers have high expectations for all ELLs, and motivate them to become interdependent , critical thinkers, by setting group goals, grouping them with peers who are more English dominant, involving them in project based learning, and participaing in debates where academic language, reading, and writing, are used. teach new language sound, total physical response lots of practice.

Former ELLs who exited ELL status will continue to receive support from the ESL program for up to two years. Former ELLs receive at least one half of one unit of study of English as a new language (90 minutes per week) and are eligible for certain specified testing accommodations. The half unit of ESL/ENL or services monitor and support the student's language development and academic progress.

Due to their language proficiency, the former ELLs will be exposed to more complex non-fiction texts as well as literary works requiring oral and written responses through discussions, critical thinking and opinion pieces. Although taught with current ELLs, the former ELLs will be challenged in ways that push them to excel linguistically and academically.

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.

To ensure the student's academic progress has not been adversely affected by the re-identification process, the school closely follows this procedure:

1. School receives written request to initiate the Re-identification Process (e.g., parent writes letter to principal).
2. School reviews all documents related to the initial or reentry identification process detailed above.
3. School reviews the student's work in English and in the home language.
4. School may administer the NYSITELL to the student if the original determination was that the student should not be administered the NYSITELL. Under no circumstances can the Re-identification Process include a second administration of the NYSITELL.
5. School consults with parent or guardian.

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?

Our teachers, as well as our alternate placement paraprofessionals use strategies and methods that help this specific population of students, ELL-SWD's, develop the necessary skills to be successful in their classrooms and to grow linguistically and academically. They use a varied amount of strategies to help these students with the challenging task of learning a new language while at the same time overcoming the learning difficulties they may have in their own languages too. Some strategies used are: teaching across language, use of graphic organizers to facilitate content, condensing content material into thinking maps, summarizing information, repeating information, slower articulation, hands-on activities, provide native language support, explicit phonics instrction, teaching cognates and the relationship between both languages, preparing academic vocabulary activites, games, flashcards, internet use (extended learning through technology), visuals, peer support, chanting, drawing, writing, among others help these students to be able to re-word text in simple sentences, tead tests orally, the use of listening centers with a plethora of CD's and books on tape, music, and chanting, among others.

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?

P. S. 181 offers equity and access to equal education for different ELL populations, we create a rigorous learning environment that focuses on academic achievement, language development, and cross-cultural support. ELL-SWDs are grouped together with mainstream ELLs in compliance with the least restrictive environment. Groupings vary depending on their NYSESLAT/NYSITELL scores. All students are exposed to the same learning environment, strategies, and methodologies. Materials and activities are differentiated by student's needs in accordance to their test scores and their IEP recommendations. Learning centers provide SWD's access to materials and resources to meet their learning styles, as stated in their IEP.

ELLs who are also students with disabilities (SWD) receive accommodations that apply both to ELLs and SWDs, as appropriate. ELLs with disabilities are not exempted from the NYSESLAT, and may use the test modifications and accommodations as detailed on their IEP when taking the NYSESLAT (and as permitted in the School Administrator's Manual for the test). ELL status cannot be the determinant factor for special education eligibility. Response to Intervention (RTI) approaches should be applied to ELL students who enter with lower levels of proficiency in the home language, or if anticipated progress is not noted after a reasonable time period.

Chart

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

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

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

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



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

Chart

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

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

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

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

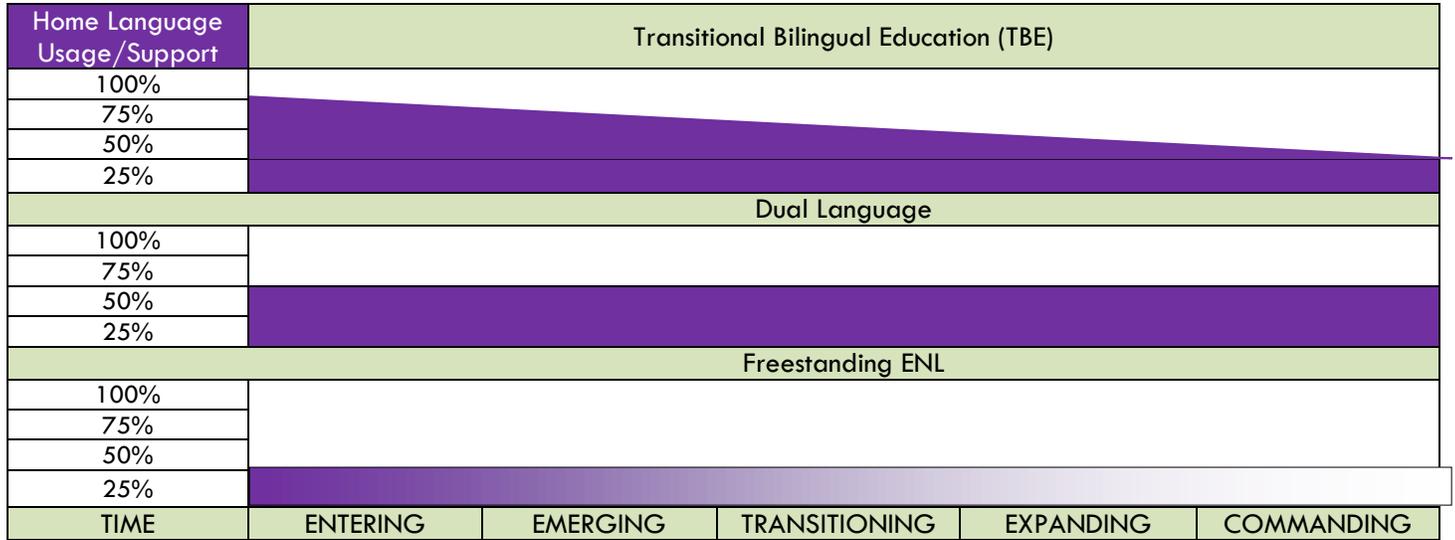


\*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

### Home Language Usage and Supports

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



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

Our targeted intervention programs for ELA, Math, Science, and Social Studies taught in our ESL class are as follows:

Newcomers and Long Term ELLs who need additional help in these subjects participate in our Title III after-school programs and our Saturday Math Academy. In addition, the Seventh grade and 6th grade Math teachers provide tutoring to these students for 40 minutes in the mornings before classes begin. During the Title III After school programs, teachers re-teach, review, and scaffold to ensure that students comprehend the lessons taught in class that day.

The Title III after-school program meets two days a week from December to March and offers 3 classes: one beginner/newcomer class ungraded, one intermediate-advanced class from 4th through 5th, and one intermediate-advanced class from 4th through 5th, and another intermediate-advanced class from 6th to 8th grades. These classes are taught in English, and the program focuses on developing academic language through the content area. These are taught through the development of listening, speaking, and reading skills. Students use a varied selection of different leveled texts in the same content area theme. They also use interactive DVD computer programs, and research the internet to complete projects. Students also work in the listening centers, listening to stories on CD's, music books, phonic games, and memory games to develop their listening and speaking skills. All our classes involve the use of manipulatives, realia or visuals, graphic organizers, and thinking maps.

Our Math Academy is given by a bilingual Haitian-Creole Math teacher and offers the student the opportunity to work in leveled groups with manipulatives, interactive math CD-ROMS, Math table games, graphs, and direct teacher instruction. In all cases, teachers scaffold their lessons, use manipulatives, visuals, technology, leveled texts, offer extra practice materials, and group students with a bi-lingual NL peer. The Title III After-school program is designed to provide intervention too our ELLs by teaching them content area subjects and academic language necessary for them to succeed in their mainstream classes. Our Saturday Math academy is ungraded and unlevelled. There are five subgroups 2-4 grade, 5-6 grade, and 7-8th grade. The teacher is multi-lingual in English, French and Haitian Creole. Also during the months of January and February we have a team of professionals from Kaplan who teach Math and Language Arts test preparation skills to students. We have a math specialist who goes into the classroom and teaches math several periods a week, as well as an ELA specialist who also goes into the classroom to teach Language Arts. We also have Beacon Program which provides all students, including ELLs with homework help, and recreational activities, such as sports, drama, and dancing. These meet in small groups of 15-18 students by grade.

To meet our goals, we will use Ready New York ELA and Math books. These materials have proven to be highly successful in raising students' Reading and math levels in State tests. In fact, a recent study in New York shows that schools that used Ready New York had a significantly higher percentage of students achieving proficiency on the new 2015 Common Core State Assessment than schools that did not use Ready New York.

We will direct our program on enhancing the reading and the math skills of all our ELLs. Our second-third grade bridge class will receive intensive instructions in language and vocabulary development, reading comprehension and math skills. The fourth graders and the fifth graders, who both take the State Science Test, will use the Ladders To Success science books which include instructional workbooks that cover all the standards and support our curriculum in the subject areas in question. These books will help the students to explore a variety of content area topics and use different approaches to related complete the related tasks. All other grades, which include the sixth, seventh, and eighth grades, will receive instructions that enhance their ELA and Math skills and widen their knowledge in all content areas of Science and 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.

Our program's effectiveness is measured by the language and academic progress of our ELLs. It is also evident when students actively participate in their mainstream classroom, when academic language and content growth is visible through class participation, content area knowledge, and successful informal and formal assessment results. However, we are always researching ways to improve our teaching practices to meet our ELLs needs, specifically our Long Term ELLs. We are working on modifying our current ESL program by doing more co-teaching, using rubrics so student can measure and become aware of our expectations, and of their own progress, and weak areas they need to work on. We expect to have more students reach the YOA this coming year than last year.

Additionally, we have seen positive results and academic growth in our ELLs who participate in the Title III after-school programs, and Saturday Academies. Consequently, we will continue with these programs to ensure that our students continue to grow academically, linguistically, socially, become more independent learners. Last year, we added an additional teacher to our Title III after school program, for a total of 4 teachers, so that more students could participate in this after school program. Again, this year we will offer this additional teacher.

12. What new programs or improvements will be considered for the upcoming school year?

We will consider applying for a SIFE grant to continue to meet and enhance our LongTerm Ells needs. In addition, staff development on differentiating instruction for Ells in their regular mainstream classrooms will be implemented. We will continue with these programs to ensure that our students continue to grow academically, linguistically, socially, become more independent

learners. Last year, we added an additional teacher to our Title III after school program, for a total of 3 teachers, so that more students could participate in this after school program. Again, this year we will offer this additional teacher.

13. What programs/services for ELLs will be discontinued and why?

No programs or ESL services will be discontinued.

14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

Our ELLs are afforded equal access to all supplemental, and after school programs/services at our school. All our parents, receive letters informing, and inviting students to attend and participate in all school programs offered during and after school, and weekends. These letters are sent home in the main languages of English, Haitian Creole, and sent home. The support programs offered at our school are: After-School Title III program, Title I, Beacon After-School Homework Help program, and our Saturday Academies and other social weekend programs. They are notified of all the available programs, and encouraged to take advantage. In addition, they are encouraged to participate in the local library's programs as well as other community activities available. The parent coordinator ensures that bilingual parents are informed of these activities by sending information and invitations on workshops in parent's native language. The parent coordinator and ESL teachers work collaboratively to ensure that ELL's are afforded equal access to all school programs.

The after school and supplemental services offered to ELLs in our building are: The Beacon Homework Help program which runs weekdays from 3PM to 6PM. This program offers services to students who need help with their homework. Other services, including our Title III After-School Program, the Saturday Math and ELA Academies, Saturday Sports programs (individual girls and boys basketball, boy and girl scouts, dance and art classes) all benefit our ELLs in ways that greatly improve their academic and social skills.

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

The instructional materials used in our ESL classrooms are as follows: Newcomers and Beginning ELLs in the ESL classroom use: books with audio CDs/tapes, mini-books, poems, and songs on CDs, Lakeshore son Bank, Reading Rod's with reading machine, ELL's Listen Chant and Sing set, Phonics Reading Program Scholastic, Award Reading Program, this includes readers and interactive DVD program, multilevel English, Haitian Creole, and Spanish reading library, interactive CD-Rom books from River Deep, Santillana Intensive English, Access Newcomers Building Literacy Through Learning, Starfall, Raz Kidz computer reading program, Skills-tutor Reading and Math programs. In addition students listen and sing to an array of music CD's and Tapes to develop listening and speaking skills such as Chants by Carolyn Graham, Picture Dictionaries with tapes/CDs interactive computer math programs at different levels, crossword puzzles, memory games and other activities to re-enforce vocabulary. We incorporate kinesthetic activities which involve student movement, such as hands on activities and learning centers, role play, vocabulary games, and matching words with illustrations.

Intermediate and Advanced students in the ESL classroom use: Writing Activity Standards Based books Levels 3b, Skills tutor computer activities by grade level, High Point Hampton-Brown Success in Language, Literature, Content. Saddleback Publishing Writing Levels 1 through 2 which include grammar work, building vocabulary through the use of synonyms, homonyms, antonyms, developing reading strategies, reading fiction and non-fiction in different genres, content based readings and current event articles, language arts, poetry practice, writing activities, paraphrasing, editing (story starters, writing prompts) and methodologies. Common Core Clinics by Options grades 3-8th. Thomson and Heinle adapted versions of classic readers: 80 days Around the World, Aesop's Fables, Biography of Benjamin Franklin, The Call of the Wild, Frankenstein, Alice in Wonderland, among others. The materials used with each group of students vary according to the NYSESLAT level or LAB-R levels of language proficiency.

Content materials: Visions Language, Literature, Content in levels: Basic, Introductory, and Advanced texts, workbooks with audio CD. Cosmic Geometry interactive CD, Number Heroes by River Deep interactive CD, River Deep interactive science CD, Living Book's interactive animated stories; Stellaluna, and Arthur's Birthday. Reading Options for Achievement (science, social studies, and language arts) Levels A through H. Pearson Learning & Core Knowledge History & Geography sets. Student desk maps and class globes, Shining Star texts and workbooks by Longman, ESL Accelerating English Language Learning by Scott Foresman levels 1-5. These materials are supplementary to classroom textbooks which are also used in the ESL classroom. United States History and New York History by Holt MacDoughal, High Point by Hampton and Brown levels A&B. Math Options Books in levels 1 through 6, Approach and Connect Math strategies with problem solving and assessment levels A-H by Options Publishers. Writer's Thesaurus and Dictionaries in English and Haitian Creole and Spanish, curriculum associates and other publishers, and 3b Standards based reading and activity books. In addition to these materials, we use supplemental resources in the internet, and multitude of books in the content areas, from scholastic, curriculum associates and other publishers. Measuring UP to the New York State Learning Standards Level D, Level D Science. For ELA we use Saddleback High Interest Reading Comprehension in levels 3-5, Opening Doors Reading and Writing Activity Standards Based books level 3b, Skill's tutor computer activities by grade level in reading and math, High Point Hampton and Brown Success in Language, Literature and Content. Saddleback Publishing Levels 1-2 which include grammar, building vocabulary through the use of synonyms, homonyms, developing reading strategies, reading fiction and non-fiction in different genres, content based readings and current event articles, language arts, poetry practice, writing activities, paraphrasing, editing (story starters, writing prompts) and

methodologies. Thomson and Heinle adapted versions of classic readers: 80 Days Around the World, Aesop's Fables, Biography of Benjamin Franklin, The Call of the Wild, Frankenstein, Alice in Wonderland.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Native or home language support is delivered in the following ways: When feasible, students are placed in a regular mainstream classroom with a NL bilingual teacher, or with a NL speaking buddy, or a NL speaking educational assistant. Teachers also have students research content material in their NL online. Bilingual dictionaries, thesauruses, and bilingual books are available in our ESL library.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

Required services support and resources correspond to ELLs ages and grade levels, but more importantly to their language and academic levels also. Alternate placement paras work with individual students as assigned by their IEP to translate, reinforce content and linguistically- prone materials. Our varied libraries and extended learning through technology support, go on, below, and beyond their grade levels, bridging the gap, if any, to make content comprehensible for them. Rubrics that integrate ELA and ESL performance standards for writing are used in compliance with the students for the common core requirements. Students work jointly on academic projects through multiple collaborative venues. Teachers form professional learning communities collaborate with each other in several configurations to reflect on, plan, and compare results of implementation. We integrate thematic and project-based learning for heterogeneous groups of ELLs. Integrated academic language development and literacy in content areas are taught through the use of scaffolding and ESL strategies respond to student's age, grade levels and test scores.

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).

Newly enrolled ELLs attend our summer ESL program offered at our school or are encouraged to attend a nearby school that is offering an ESL program for Newcomers, or any community-based programs available in the areas near their residences for participation during the summer months. In addition, these students are given a list of websites that they can access at home or at public libraries to help them develop their listening and speaking skills during the summer months.

Newly admitted ELLs are also enrolled in Summer school activities such as reading clubs and Summer camp activities organized by non-profit groups so they have an opportunity to practice listening, reading, speaking, and writing skills.

19. What language electives are offered to ELLs?

We do not offer a language elective at P.S. /M.S. 181. The language other than English that is taught by a certified bilingual teacher to some assigned classes is Spanish.

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)?

Our school only offers a Free Standing ESL program. No Dual Language program is offered at this time.

## 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. ESL pedagogues at our school attend professional development workshops and training during the year. These specifically address the needs of our ELLs, and provide support for them as they engage in the Common Core Learning Standards. ESL teachers continuously register for these workshops as they become available throughout the year. Some of these series of workshops is: Reading and Writing Nonfiction for ELLs Institute: Scaffold for Success. Open to: Educators, K through 5th grade\*  
As in the past years, all our ELL teachers will continue to attend ELAND, and NYSESLAT, OR NYCDOE training. Representatives from the Regional Bilingual Education Resource Network (RBERNs) will be also requested to present some professional development workshops on ESL strategies in the Classroom . According to mandates, all new staff receive 7 1/2 hours of ESL training in ESL methodologies and strategies from our ESL teachers every year.  
Mainstream staff training includes: Providing academic Intervention services to all students who are not meeting standards, including Special Ed. English Language Learners. These workshops/training include: How to align and develop instruction for ELL's which meet the Common Core Learning Standards needs; have high expectations for all students including ELL's, scaffolding instruction, importance of teaching academic language, expecting/demanding rigorous ELL student participation by pairing students with NL peers, using debates to develop listening, speaking, reading, writing skills, creating manipulatives, visuals, hands on activities, scaffolding, activating schema, the use of realia, technology (computer data bases, on line tutorials, power point presentations), differentiating instruction for ELLs and Special Education.

The following is the schedule planned for professional Development:

January 13, 2016-

Using the PLUSS Model for Interventions. Differentiating instruction for ELL's and SWD. Supplemental Informational Texts

- Creating manipulatives, visuals, hands on activities, scaffolding, the importance of activating schema, the use of realia,
- The importance of implementing technology (computer data bases, on line tutorials, power point presentations) in student learning.

February 01, 2016

- Specifically teaching academic language through accountable talk, pair share, games, anchor charts and thinking maps/graphic organizers.
- Awareness of the different stages of language acquisition in ELLs and Special Ed. ELLs, such as the levels of BICS and CALP. The use of TPR at the beginning stages of language acquisition.
- Preparing lessons which meet their Beginning, Intermediate and Advanced language levels, and needs as they acquire academic language. Receptive and productive language student performance descriptors.

February 10, 2016

- Providing ELLs with support such as: collaborative groups, peer teaching, project based learning and technology, continued implementation of Literacy strategies such (phonemic awareness taught through content, test preparation strategies)

March 08, 2016

- Looking at data to drive instruction and to prepare lessons (differentiated instruction),  
Monitoring student progress in order to provides academic guidance and support to students in need, the use of ESL methodology in content area classes.

SOME OTHER WORKSHOPS WILL BE ABOUT:

Understanding the Challenges of the Common Core for the Beginning English Learner (Early Elementary, Grades PreK-2)  
Finding Common Ground for Beginning Level ELLs in the Common Core State Standards (Upper Elementary, Grades 3-5)  
Realizing Common Core State Standards for Beginning English Learners (Middle School)  
Creating Access: Common Core State Standards for Beginning English Language Learners (High

\*An Intro to Second Language Acquisition

\*Speaking and Listening Practice in the ESL Classroom

\*Multilanguage/Multilevel ESL classes

\* Literacy and Working with Low-Schooled Students in the ESL Classroom – Part I

\*Teaching Pronunciation I

\*Assessment and Evaluation in the ESL classroom

\*Beyond the Textbook: Pictures and Other Visual Materials for Developing \*Conversation Skills

\*Grammar and Vocabulary in the ESL Classroom

\*Teaching Pronunciation II

\*Literacy and Working with Low-Schooled Students – Part II

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?

At P.S. 181 we provide teachers of ELLs with high quality professional development necessary to help them to effectively teach our ELLs. In fact, our Title III after-School program teachers receive professional development from our ESL licensed teachers and through workshops they have attended in the past. The rationale for it is to prepare them with the skills and strategies necessary to prepare differentiated instruction lessons which will help students acquire their new language in a non-threatening environment. As a result, the students will be able to work collaboratively with each other and use accountable talk, academic vocabulary and research, as they develop their listening, speaking, reading and writing skills.

Some of the workshops that the ESL teachers will attend are about:

- How to use scaffolding and differentiation in the ESL class
- The use of ESL strategies such as TPR, Whole Language, Language Experience, and Natural Approach at the beginning stages of language acquisition.
- How to provide ELLs with support such as collaborative groups, peer teaching, project based learning and technology, continued implementation of Literacy strategies such (phonemic awareness taught through content, test preparation strategies),
- How to align Common Core Standards for Beginning English Learners (Middle School)

Our ESL teachers have scheduled dates to attend professional Development workshops on how low-volume voice will have a positive effect and increase the ability of the ELL to pay attention. Other workshops will be based on the use of concrete objects to express meaning as well as on the displaying of items related to instruction and discussion topics.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

We tend to support them by providing the LEPs with appropriate support and by demonstrating in their classrooms a series of strategies that have been proven very successful in helping the ESL population attain success. We assist the teachers by

- 1) providing the LEPs with the mandated time of instructions required to help them succeed linguistically and academically
- 2) using cooperative learning activities to help students use and practice their English skills
- 3) differentiating instructions
- 4) continuously using ESL approaches such as the Total Practical Response (TPR), the Language Experience Approach (LEA), the Natural Approach etc.

5 showing the staff how to increase the listening, speaking, reading, and writing skills of the ELLs (using technology( radio, computer), pictures, Tactile objects, the Reading Rods machine)

- 6) Using other resources such as educational CDs ( Reader Rabbit, word families, G2 Narrative), [www.starfall.com](http://www.starfall.com), [www.yourchildlearns.com](http://www.yourchildlearns.com) etc.

the leadership committee, testing coordinator, assistant principals, and ESL pedagogues. Our instructional staff and the leadership committee ensures that students receive the mandated number of instructional minutes in ESL as per Commissioner's Regulations 154.

- Our mainstream teachers receive monthly professional development from licensed ESL teachers in our school, and from professional staff at the region. These are offered during common preps and or lunch and learn.

Mainstream staff training provide academic Intervention strategies and services to all ELLs who are not meeting standards, including Special Ed. English Language Learners. These workshops/training include:

- Using the PLUSS Model for Interventions. Differentiating instruction for ELLs and SWD. Supplemental Informational Texts
- Creating manipulatives, visuals, hands on activities, scaffolding, the importance of activating schema, the use of realia,
- The importance of implementing technology (computer data bases, on line tutorials, power point presentations) in student learning.
- Specifically teaching academic language through accountable talk, pair share, games, anchor charts and thinking maps/graphic organizers.

Moreover, teachers of grades 6th to 8th receive support from ESL teachers with students who are at the beginning or EN or EM levels and intermediate levels, Title III afterschool programs, Saturday math academies and sports clubs. Teachers are free to use and inquire on materials which support students' native language and English language growth such as bilingual dictionaries, web on-line dictionaries, and how to make the best of peer NL support. Also, the ESL teachers are involved in choosing High Schools, which offer service for ELLs, and help out with High School Applications and interpretation to parents and students.

Required to attend the workshops are the ELA teachers, The Math, The Social Studies, The ESL teachers, the common branch teachers, the Special Education teachers, the Assistant principals.

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.

We, in fact provide professional development to all teachers and administrators that specifically addresses the needs of English language learners. As indicated by the ELL Policy and Reference Guide, A minimum of fifteen percent (15%) of the required professional development hours for our teachers was based on language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. For our English as a New Language teachers, we spend a minimum of fifty percent (50%) of the required professional development hours on language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. Records of Professional Development are evidenced by agendas and attendance sheets provided to each participant at the beginning of workshops. Copies of those records are kept by the ESL teachers in closed folder in their respective cabinets.

## 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?

There will be ample of opportunities to have face-to-face meetings with parents during the school year. Parents will meet with teachers during ESL orientations when they have a chance to watch a video and hear information in their native languages on different types of ESL programs available in the the NYC schools and to make a selection of the ESL program of their choice. Parents will also be encouraged to regularly attend parent-teacher conferences and family nights which allow teachers and parents to familiarize themselves each other. In addition, in order to keep close and direct physical contacts with the parents, we will invite them to attend workshops on social, educational, health, and community issues so they can become more aware of some of these current issues. We will also put time aside to call parents of the ELLs to discuss their students' linguistic progress and our expectations relative to their continuous dedication to their own academic achievement.

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.

All ELL-related documents (including but not limited to those listed below) are kept in the student's cumulative record. Me make it our duty to maintain an ELL Folder of Critical Documents which contains these documents in a central location for ease of review. Since Parent Survey & Program Selection Form is a formal record of the parent's preference of ELL program for their child, we carefully retain it in the student's permanent record and make it accessible for State or City audits and reviews. A copy of the completed Parent Survey & Program Selection Form will be provided to the parent upon request.

Some of the critical ELL documents which are securely kept include the following:

- Dated and signed copies of each student's
    - o Home Language Identification Survey
    - o Parent Survey and Selection Form
    - o Program Placement Letter
    - o Entitlement letter (newly identified ELLs)
    - o Continued entitlement letter (continuing ELLs)
- Parent Selection and Program Placement

Copies of the documents mentioned above will not only be kept securely in the office of the ESL coordinator, but they will also be folded in the Pupil Accounting secretary's drawer with ELL Documentation labels to allow access to the school administrators and all ESL teachers servicing the ELL population.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
  1. P.S. 181 strongly believes that parent involvement in their child's education brings the school and family closer, consequently improving parent participation in their child's studies and a higher performance in student's work. First, at the beginning of the year, parents are invited to attend ELL Parent Orientation meetings that inform them on the programs available for their child to improve language acquisition, content vocabulary and concepts, and improve their grades a whole. Parents are informed of the various programs available for their children at our school and other schools closed to their home. In addition, they become familiar with programs within the school pertinent to their children's success in this academic year.
  2. We plan to invite parents of ELLs to come into the school to read with their children. Before each reading session, parents will be introduced to reading skills they will be using with their children afterwards. Parents practice the strategy in school on that day and are expected to continue the practice at home. During the sessions, parents and children will successively read to each other.
  3. In addition, parents will have an opportunity to view their child's previous year's test scores, and interpret them. They are informed of how they can help their child at home, and receive help within the school and out of the school to improve weak areas. Oral translators participate at each meeting to translate to parents who do not understand English. Classroom teachers periodically hold Saturday Math, Reading, and writing workshops for parents to enable them to help their children at home.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

P.S. 181 strongly believes that parent involvement in their child's education brings the school and family closer, consequently improving parent participation in their child's studies and a higher performance in student's work. At the beginning of the year, parents are invited to attend ELL Parent Orientation meetings that inform them on the programs available for their child to improve language acquisition, content vocabulary and concepts, and improve their grades a whole .

In order to support the needs of our parents we work in collaboration with community based organizations such as churches, the

councilma's office, to provide workshops to parents on different issues. CAMBA is invited to our school several times a year to hold workshops for the parents. Some of the workshops offered by the organizations are: Mediation workshops to acclamate parents; Fair Housing Workshops which address parent's rights as tenenats, Nutrition Workshop, Carribean Women's Health Workshops; Hepatitic C, HIV, Diabetes., Training Parents on ARIS Workshops, Informing Parents on services such as Medicare, Food Stamps, family therapy, GED, ESL classes, ACS-Children's Services how to, discipline, manage builling, gangs, peer pressure. Our ESL coordinator repeatedly offers workshops about acculturation, culture shock, peer pressure, low self esteem, language acquisition stages etc.

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

We had a chance to evaluate the needs of the parents during our interactions with them at the time of registration and in the course of other meetings. We realized that communication is the primary area of needs. Parents have difficulties communicating with our staff, relying most of the time on assistance from a translator or an interpreter. Since a clear and effective communication is essential for a fair collaboration between school and parents, we take the translation issue very seriously. We will use all means available to reach parents and to disseminate information to them in their native languages in written form, over the phone, through the ESL Orientation Meetings, on Title I Day, during Parent Teacher Conferences, during PTA Meetings, and at the end of the school day when parents pick up their children from school. Oral translators participate at each meeting to translate to parents who do not speak the English language.

Fortunately, our school has pedagogues, counselors, psychologists, and occupational therapists that speak and write the parent's predominant languages, which include Haitian Creole, Spanish, French, and Arabic. These staff members are available to do oral translation at Parent Teacher conferences, informal parent-teacher meetings, at registration, nurse, dental hygienist, oral disciplinary meetings with parents and dean, assistant principals, and school principal.

Oral interpretation services in our school will be conducted in-house. Again, there is staff in the building who are very fluent in the dominant languages of our community. During formal and informal meetings a pedagogue who speaks Haitian Creole, French, Spanish and Arabic is present to interpret for non-English speaking parents.

If people who speak a language for which we have no translators come to our office or meetings and do not bring an interpreter with them, we encourage them to use the service of the translation and Interpretation Unit for necessary assistance.

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

We meet the needs of our ELLs' parents by organizing different activities in their favor, most of which are based on the parents' communicative, social, and intellectual needs. One of the many activities is an Adult Saturday ESL program. During the Saturday sessions, parents have an opportunity to learn listening, speaking, reading, and writing skills. Parents will be introduced to interactive websites to build their listening skills while learning certain social and language survival skills. Some of the websites to be used are: [www.Starfall.com](http://www.Starfall.com), [www.Free-phonicsworksheets.com](http://www.Free-phonicsworksheets.com), and [www.Readinga-z.com](http://www.Readinga-z.com). They will use Longman ESL dictionaries and workbooks. The Longman dictionaries will be used to teach students the language necessary for immediate survival skills. The pictures are categorized under headings, such as clothes, public transportation, supermarket, the kitchen and the hospital, among others. These dictionaries have theme-based topics with pictures that bring the new language to other real life day-to-day experiences. With the visuals and the new vocabulary used in sentences, our student parents will ultimately retain the words needed to communicate successfully and will facilitate their acculturation process. In addition, these dictionaries cover basic grammar points in classroom activities. These adult students will also be exposed to the computer.

They will use Longman ESL dictionaries and workbooks. The Longman dictionaries will be used to teach students the language necessary for immediate survival skills. The pictures are categorized under headings, such as clothes, public transportation, supermarket, the kitchen and the hospital, among others. Also, Words are grouped contextually. These dictionaries have theme-based topics with pictures that bring the new language to other real life day-to-day experiences. With the visuals and the new vocabulary used in sentences students will ultimately retain the words needed to communicate successfully and will facilitate their acculturation process. In addition, these dictionaries cover basic grammar points in classroom activities. Extra writing practice uses all the new words through word searches, crossword puzzles, and matching activities. Students will also be exposed to the computer.

They will receive four hours of introductory computer courses.

- Computer basics; monitor, keyboard, basic computer programs.
- Introduction to the internet and simple researching.

The schedule for our parent activities is as follows:

Saturday January 8, 15, 22 and 29 from 9:00 AM to 12:00 PM

#### **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.

At PS 181, our ESL program not only tends to develop the academic language of the ELLs, but also enhance their skills in the content area and prepare students for the State Standardized tests. Students will work collaboratively to develop the academic language necessary to become proficient in English as well in the core curriculum subject areas. To help the students perform better, we will differentiate instructions using scaffolding methodologies depending on students' needs, hands-on activities, research-based strategies, technology, and the Internet. Manipulative, accountable talk, and bilingual dictionaries will be part of each lesson and activity in the classroom.

School Name: The John Steptoe School

School DBN: 17K181

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)
Mr. V. Essanasson	Principal		11/18/15
Ms. Kathleen Glover	Assistant Principal		11/18/15
Mr. Keith Grady	Parent Coordinator		11/18/15
Mr. Willy Delmas	ENL/Bilingual Teacher		11/18/15
Mrs. Kerline Altenord	Parent		11/18/15
Ms. Valmond	Teacher/Subject Area		11/18/15
Ms. Conolly	Teacher/Subject Area		11/18/15
	Coach		11/18/15
	Coach		11/18/15
Ms. Laguerre	School Counselor		11/18/15
	Superintendent		11/18/15
	Borough Field Support Center Staff Member _____		11/18/15
Ms. Iroku	Other <u>Counselor</u>		11/18/15
	Other _____		11/18/15
	Other _____		11/18/15

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

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

**DBN: 17**      **School Name: The John Steptoe**  
**Superintendent:**

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

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

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

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

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

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

Initially, the school conducts an oral interview with the parents at registration with either the parent coordinator or the ESL teachers to identify their language preferences. In addition to this interview, we use computerized data which inform us of parent or guardian's language preference at school meetings, school notices, bulletins, and other documents sent home.

- HLIS (Home Language Survey)
- The RHLA report
- PTA meetings
- Parent Teacher Conferences
  - Phone communications between parent and teacher

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 above data and oral communications with parents allow us to know of parents' written and oral

language preferences. Based on questionnaires retrieved from the HLISs and constant requests for oral translation, we clearly discover that the majority of bilingual parents prefer that someone communicates with them in their native languages of Haitian Creole, Spanish, French, Arabic, Bengali, and Fulani. In short, parents who speak the indicated languages usually choose their native languages as the primary medium for written and oral communication.

The preferred languages of the parents/guardians are discovered during the registration process when they are interviewed by either the two Certified ESL teachers in our school, or other trained pedagogues who speak the same language as they do. Interviewing the parent and child, looking at the HLIS form, and doing an informal assessment indicate what language the child speaks, understands, reads, and writes.

Here is a list of the languages preferred by the parents:

- Haitian Creole
- Spanish
- Arabic
- French
- Bengali
- Fulani

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

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

Our school usually distributes to the families a number of documents that require translation. Among the documents oftenly translated are newsletters, calendars, parent-teacher conference announcements, after-school program information, New York Testing dates, and letters from the school leadership. In fact, the documents to be translated are given to staff members that are fluent in the parents' home languages to be translated and disseminated prior to scheduled time of particular events. During the school year 2015-2016, the communication calendars will appear as follows:

- \* Translated version of newsletters are sent home every Monday to parents
- \* Announcements of parent-teacher conferences are sent in all predominant second languages days before each conference
- \* After school program information are translated in other languages and sent home days before the opening of the program
- \* Each parent receives in his/her native language information pertinent to New York testing dates on days before and right before the testings take place.

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 will be ample of opportunities to have face-to-face meetings with parents during the school year. Parents will meet with teachers during ESL orientations when they have a chance to watch a video and hear information in their native languages on different types of ESL programs available in the the NYC schools and to make a selection of the ESL program of their choice. Parents will also be encouraged to regularly attend parent-teacher conferences and family nights which allow teachers and parents to familiarize themselves each other. In addition, in order to keep close and direct physical contacts with the parents, we will invite them to attend workshops on social, educational, health, and community issues so they can become more aware of some of these current issues. We will also put time aside to call parents of the ELLs to discuss their students' linguistic progress and our expectations relative to their continuous dedication to their own academic achievement.

The following dates indicate when we will have face-to-face meetings with parents:

Parent-teacher conferences:

November 05, 2015- 1:00-3:00 PM; 5:00-8:00 PM

March 02, 2016- 1:00-3:00 PM; 5:00-8:00 PM

March 17, 2016- 5:00-8:00 PM

Progress Meetings with ELL parents:

March 23, 2016--9:00 AM-12:00 PM

June 08, 2016- 9:00 AM-12:00 PM

### **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.

As specified by Chancellor's Regulations A-663 regarding parental notification and requirements for translation and interpretation, pedagogues, who speak, understand, read, and write the parent's or caregiver's primary language will provide translation to all parents who require language assistance in order to communicate effectively. This language service will be provided not only orally but also in writing. In fact, any documents, which will be sent to a bilingual home, are carefully translated into the parents' native language. The documents are usually translated by a staff member who speaks, reads, and writes the Parents' language.

Written translation will be provided in-house by our bilingual staff members. Teachers, secretaries, occupational therapists, and members of the SBS team, parent volunteers, and educational assistants whom are bilingual in the dominant languages of Haitian Creole, Spanish, French, Arabic, bengali, and Fulani are readily available when needed.

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.

Fortunately, our school has pedagogues, counselors, psychologists, and occupational therapists that speak and write the parent's predominant languages, which include Haitian Creole, Spanish, French, and Arabic. These staff members are available to do oral translation at Parent Teacher conferences, informal parent-teacher meetings, at registration, nurse, dental hygienist, oral disciplinary meetings with parents and dean, assistant principals, and school principal.

Oral interpretation services in our school will be conducted in-house. Again, there is staff in the building who are very fluent in the dominant languages of our community. During formal and informal meetings a pedagogue who speaks Haitian Creole, French, Spanish and Arabic is present to interpret for non-English speaking parents.

If people who speak a language for which we have no translators come to our office or meetings and do not bring an interpreter with them, we encourage them to use the service of the translation and Interpretation Unit for necessary assistance.

#### **Part D: Training Staff on Policies and Procedures**

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

To make the communication process easier, classroom teachers are, during Professional Development for teachers, informed of parents' language preferences and which staff members to contact for translation when meeting with, calling, or sending any written information home to parents or guardians. All teachers are also made aware of the availability of translation and interpretation services through the NYC department of Education Translation and Interpretation Unit. They are given a flyer indicating a list of all the languages for which parents can find help as well as the Unit's contact number. Teachers are also urged to refer to T&I Brochure, Language ID Guides usually distributed during staff meetings. These same information are also sent via emails to the staff to remind them of the availability of the services.

#### **Part E: Providing Notice of Language Assistance Services**

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

<http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

##### Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access

☒ Language ID Guide at security desk and main office

Since our school is in fact responsible for providing bilingual parents with language assistance services and making them aware of their right, we will give them a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. Will also be posted at the school to the Parents' Guide to Language Access, the Language ID Guide (at the security desk and the main office). As required by the Chancellor's Regulations A-663, we will post in a conspicuous location at or near the primary entrance a sign translated into in each of the covered languages, or most prominent covered languages, which specify the availability of interpretation services. Translated signs will be provided to parents of the children whose primary language is neither English nor a covered language. Note that all the forms will be provided in accordance with this section. E.

Will be provided a cover letter or notice on the face of the English document in the appropriate covered language indicating how a parent can request free translation or interpretation of such document, as stipulated in Chancellor's Regulations A-663.

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

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

To gather feedback from parents on the quality and availability of services, parents will be given a survey that they be encouraged to take. The survey, which will be offered to parents twice a year, will question them on whether they use the services, find the services satisfying, and to provide any suggestions toward the improvement of the services.