

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

20K192

School Name:

P.S. 192 - THE MAGNET SCHOOL FOR MATH AND SCIENCE INQUIRY

Principal:

LISSET ISAAC

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: PS/IS 192 THE MAGNET SCHOOL FOR MATH AND SCIENCE INQUIRY School Number (DBN): 20K192

Grades Served: PK-8

School Address: 4715 18TH Ave., Brooklyn, NY

Phone Number: 718-633-3061 Fax: 718-871-8721

School Contact Person: LISSET ISAAC Email Address: LISAAC@SCHOOLS.NYC.GOV

Principal: LISSET ISAAC

UFT Chapter Leader: BEVERLY GOLD

Parents' Association President: MARIE MOHAMED

SLT Chairperson: CATHY CAMPANELLA

Title I Parent Representative (or Parent Advisory Council Chairperson): ELIZABETH VEGA

Student Representative(s): _____

District Information

District: 20 Superintendent: KARINA COSTANTINO

Superintendent's Office Address: 415 89th St., Brooklyn, NY

Superintendent's Email Address: kcstan@schools.nyc.gov

Phone Number: 718-759-4912 Fax: 718-759-4842

Borough Field Support Center (BFSC)

BFSC: _____ Director: _____

Director's Office Address: _____

Director's Email Address: _____

Phone Number: _____ Fax: _____

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
LISET ISAAC	*Principal or Designee	
BEVERLY GOLD	*UFT Chapter Leader or Designee	
MARIE MOHAMED	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
LAUREN BEHAN	Member/ UFT Representative	
VALERIE CARROLL	Member/ UFT Representative	
CATHY CAMPANELLA	Member/ UFT Representative	
CRYSTAL ROMAN	Member/ PTA Vice President	
ELIZABETH VEGA	Member/ Title 1 Representative	
MARIBEL SAAVEDRA	Member/ Parent Representative	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
LINDA USTUN	Member/ Parent Representative	
	Member/	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

The Six Elements of the Framework for Great Schools

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

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

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

1. School Mission Statement: PS/IS 192, the Magnet School for Science and Inquiry is the school of character and intelligence. At PS/IS 192 each student is special and precious. Our school mission is to use every minute for every child to excel as a student and as a citizen.

School Collaborations/Partnerships and Special Initiatives:

Residencies :

- LEAP: Tomorrow's Entrepreneurs gives New York City public school students in grades 3-6 the opportunity to learn from successful entrepreneurs, create their own businesses, apps, games or inventions, and then maybe, just maybe, bring their ideas to the real-world marketplace .
- Brooklyn Connections: Grade 7 and 8: A research project program for select 7th and 8th grade students to learn about local history and develop skills while exploring the original resources held in the Brooklyn Collection.
- Urban Advantage: A standards –based partnership program designed to improve students understanding of scientific inquiry through collaborations between school and home

After School Programs :

- NIA is our newly formed afterschool collaboration where Middle school students are given the opportunity to participate in academic, sports and recreation, STEM and/or art and music making.
- Common Threads cooking program: Founded by Chef Art Smith and artist Jesus Salgueiro in 2003, Common Threads grew out of the belief that family and food have the power to nurture and strengthen us, to connect us to culture and community, and to teach and excite us about our world.
- Brooklyn Arts Council, Cultural After School Adventures (CASA): An after school arts program offering a rich variety of programs in a myriad of art forms to assist schools in meeting benchmarks by the Dept. of Education's Blueprint for Teaching and Learning in the Arts. Grade 4 is involved in Storytelling and Grade 5 is involved in the Theatre program.
- CHAMPS: A middle school initiative of the NYCDOE that promotes physical activity through Zumba, soccer, basketball and track and field.

Unique Extracurricular Courses:

- Engineering offered to students in grades K-6. Students are engaged in inquiry-based learning through the use of the 5E learning cycle model and the Engineering Design Process. Lessons are interdisciplinary and promote critical thinking skills and problem solving skills.
- Music and Movement has been offered to our PK- 3 students incorporating literacy and music. The teacher organizes two culminating performances incorporating music, dance, art and writing.

2. Student Population and Needs: PS/IS 192 has a large population of English Language Learners (ELLs) and Students with Disabilities (SWDs). Approximately one third of our school's total population (___ of ___) is comprised of ELLs. Our ELLs population is very diverse, with students speaking languages such as Spanish, Uzbek, Tajik, Chinese, Arabic, Urdu, Russian, Bengali, among others. These students are spread across five levels of language proficiency based on the newly adapted levels from the Commissioner's Regulation Part 154 changes. English as a New Language services are provided through the stand alone (pull-out) and integrated (push-in) models.

Approximately ___% of our student population are students with Individualized Education Plans (IEPs). Our school has flexible programs to meet the needs of our SWDs. We offer Integrated Coteaching classes (ICT), self-contained classes (12:1), and Special Education Teacher Support Services (SETSS) as well as all related services (speech therapy, occupational therapy, physical therapy, and counseling).

3. Progress in the Elements of the Framework for Great Schools: In the past school year, we have utilized the newly established professional learning and parent engagement contractual times to grow in the areas of Collaborative Teachers and Strong Family-Community Ties. Our teachers have benefitted from consistently meeting during the designated professional learning times on Monday afternoons. With this additional time teachers have met across the grades and content areas to collaborate, analyze student work and data, and align curricula to the Common Core Learning Standards to increase rigor in instruction. Additionally, teachers were able to sign up for professional learning workshops specifically designed to their needs and interests.

We also grew in the area of Strong Family-Community Ties by utilizing the parent engagement time on Tuesday afternoons. During this time, teachers were able to reach out to parents through phone calls, email, eChalk, Engrade, and meetings to update parents on student progress and classroom events. Also, special activities were planned across the school for students, teachers and parents to engage together, including Dr. Seuss Read Alouds, Pajama Day, and school performances.

This school year our key areas of focus are developing Trust, Effective School Leadership, and continued growth in Strong Family-Community Ties.

20K192 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05,06,07,08	Total Enrollment	660	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	8	# Music	6	# Drama
# Foreign Language	6	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population	79.1%	% Attendance Rate		93.4%
% Free Lunch	69.7%	% Reduced Lunch		0.7%
% Limited English Proficient	29.3%	% Students with Disabilities		22.7%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.2%	% Black or African American		2.6%
% Hispanic or Latino	51.1%	% Asian or Native Hawaiian/Pacific Islander		21.4%
% White	24.8%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	9.17	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		0.9%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)		9.13
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	22.3%	Mathematics Performance at levels 3 & 4		34.0%
Science Performance at levels 3 & 4 (4th Grade)	87.3%	Science Performance at levels 3 & 4 (8th Grade)		62.7%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		96.0%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		NO
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		NO
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		YES
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

Part 1 – Needs Assessment

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

Teacher Observations:

1e (Designing Coherent Instruction): Nearly 90% of teachers are already either effective or highly effective in this area. However, there is a bit of a disconnect between the planning side of this and execution side of it. Currently, 36% of teachers are highly effective in this area under the planning and preparation component, however under the observable component, only 20% are highly effective. We would like to see an increase of effectiveness in the execution and delivery of teachers’ planned lessons.

3b (Questioning and Discussion Techniques): Currently, 93% of our teachers are either effective or highly effective in this area. We would like to see a 5% increase in highly effective ratings (6% to 11%) to help engage students through higher order questions.

3c (Engaging Students in Learning): Currently, 83% of our teachers are either effective or highly effective in this area. We would like to see a 5% increase in highly effective ratings (13% to 18%) to help improve student motivation in rigorous instruction.

NYC School Learning Environment Survey: Relevant Highlights

Positive:

- Teachers consistently acknowledge that SWDs and ELLs are well supported and included in rigorous instruction.
- Parents emphasize that the school gives students “meaningful assignments that help him or her learn.”
- 99% of students acknowledge that they “need to work hard to get good grades.”

Negative:

- Teachers consistently acknowledged that students struggle more with ELA based activities compared to their other core subjects.
- 18% of middle school students disagree or strongly disagree with the statement “the teaching staff at my school make me excited about learning” (50% simply agree).
- 19% of students disagree or strongly disagree with the statement “My school offers a wide enough variety of programs, classes, and activities to keep me interested in school” (46% simply agree).

Quality Review Report: (TBD)

Additional Narrative:

Our Needs Assessment must touch on the following components in order to evaluate rigorous instruction: instruction must be customized, inclusive, motivating, and aligned to the CCLS.

Through data analysis and observations we noted that students showed more engagement and understanding due to an increase in the use of UDL strategies. However, we need to increase rigor, as well as questioning and discussion techniques used in the classrooms.

Rigor and engagement: How are we building independence with student thinking? Are students using a variety of sources to inform their learning? Are students using various types of knowledge to foster their thinking? These goals are drawn from the vision of the Common Core Standards to help prepare our students to be college and career ready.

Questioning and discussion techniques: Do teachers monitor, which students are rarely speaking? How do they bring those students in to the discussion. Accountable talk is encouraged through the use of talking prompts. Teachers are challenged to incorporate higher levels of questioning through the use of the DOK questions stems resource.

We need to further build on the use of multiple entry points (UDL) to scaffold instruction for all learners in our class and increase the proficiency levels.

Through looking at teacher ratings and observations, the level of rigorous instruction can be measured through examining domain 1e: Designing Coherent Instruction, 3b: Using Questioning and Discussion Techniques, and 3c: Engaging Students in Learning from the Charlotte Danielson Framework.

NOTE: At next year's CEP training, ask what this section should include. How should Needs Assessments be conducted? What form does it take?

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.

Within the 2015-2016 school year teachers will increase the rigor of their instruction in the area of **motivation** as measured by increased student achievement on the state Math and ELA exams as well as having more highly effective ratings for teachers in the areas of 1e: Designing Coherent Instruction, 3b: Using Questioning and Discussion Techniques, and 3c: Engaging Students in Learning from the Charlotte Danielson Framework. Increased rigor will result in students' abilities to master the demands of the Common Core Learning Standards.

NOTE: Next year include specific percentages for student data and teacher observations.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>1. Professional Learning: The school administration will utilize Charlotte Danielson’s Framework to develop teachers in the areas of planning, preparation, and instruction to increase the level of academic rigor and discussion and questioning techniques that prepare students for the challenge of the Common Core standards. Teachers participate in on-going staff development both inside and outside of the school building provided by Columbia University Teachers College Reading and Writing Project to ensure that we are preparing all of our students for the rigor of the new tasks they are facing. The administration team and Data Specialist are providing on-going professional development in planning, assessment and data analysis. The teachers are participating in weekly professional learning in which they are identifying their own areas of need and taking an active role in charting their professional growth.</p>	<p>All Classroom Teachers, AIS Teachers, ESL Teachers</p>	<p>09/2015 – 06/2016</p>	<p>Administration, Classroom teachers, Data Specialist, Teacher’s College Staff Developers</p>
<p>2. Small Group Instruction: Small group instruction will be strategically created based on assessment data to address students’ short- and long-term learning goals that assist in the work of our students performing on standard academically. This work is accomplished through guided reading, strategy groups, and group conferences. Teachers will apply UDL strategies as a way to support and engage all students including or English language learners and students with disabilities.</p>	<p>Various student groups (ELL, SWD, AIS, gifted, etc.)</p>	<p>09/2015 – 06/2016</p>	<p>Administration, Classroom teachers, ESL teachers, AIS teachers</p>
<p>TBD</p>			
<p>TBD</p>			

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p> </p>
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>

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

1. Professional Learning: The effectiveness of Professional Development will be evaluated through formal and informal observation in the following components: 1a (demonstrating knowledge of content and pedagogy), 1e (Designing coherent instruction) as well as 3b (Using questioning and discussion techniques) and 3c (Engaging students in learning) conducted by school administrators as they follow up on strategies presented in the professional development workshops. The school’s Professional Learning Team will meet regularly to evaluate the effectiveness of the professional learning taking place and identify areas for continued improvement.

2. Small Group Instruction: The effectiveness of small group instruction will be evaluated through the process of conferring, observation, pre- and post- On Demand assessments, and formal and informal TCRWP running records. These assessments will be monitored to inform and drive our instruction during small group instruction.

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.

Teacher Observations:

2a (Creating an Environment of Respect and Rapport): Currently, 100% of our teachers are either effective or highly effective in this area. We would like to see a 5% increase in highly effective ratings (39% to 44%) to help create a more supportive environment.

NYC School Learning Environment Survey: Relevant Highlights

Positive:

- 98% of teachers acknowledge that crime, violence, alcohol, drugs, and gang activity are NOT a problem at the school. (Over 90% of students also acknowledge that alcohol, drugs, and gang activity are not a problem.)

- 100% of teachers feel safe at the school.

- 95% of teachers feel supported by each other.

Negative:

- 31% of teachers disagree or strongly disagree with the statement “The principal at my school encourages open communication on important school issues.”

- 36% of teachers disagree or strongly disagree with the statement “At my school I can get the help I need to address student behavior issues.”

- 24% of students disagree or strongly disagree with the statement “Most students at my school treat each other with respect.”

- 20% of students and parents indicate that bullying and harassment is prevalent at the school.

Other Sources of Data:

Trends from the school Tripod Student Survey

Attendance rates

Suspension records (OORS Reports)

Quality Review report

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.

Within the 2015-2016 school year, the school will work to foster a more supportive environment specifically in the area of students feeling safe and respected around their peers and teachers.

Part 3 – Action Plan

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: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
1. Student Led Anti-Bully Club: In conjunction with the efforts of our SAPIS counselor, students will lead an anti-bullying club to help foster an environment of tolerance and encouragement.	All students	09/2015 – 06/2016	SAPIS counselor, Guidance counselor, all teachers
2. Have-A-Heart Program: This program will be revised and enhanced so that there are clearer expectations for positive behavior toward peers and teachers. Students will have more of an opportunity to share the benefits of friendship and standing up for what’s right.	All students	09/2015 – 06/2016	SAPIS counselor, Guidance counselor, all teachers
3. Middle School Specific Initiative?			
TBD			

Part 4 – Budget and Resource Alignment

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

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

	Tax Levy	Title I SWP	Title I TA	Title II, Part A	Title III, Part A	Title III, Immigrant
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	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other
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Part 5 – Progress Monitoring

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

In January, we will review the school OORS reports to see if there has been a decrease in student incidents, specifically related to bullying. We will also hold mid-year discussions with teachers regarding student behavior, positive incentives, and classroom culture. Meetings with the SAPIS Counselor and Guidance Counselor will also be conducted to gain input and feedback regarding student engagement and initiatives with the Anti-Bullying Club and the Have-A-Heart Program.

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.

Teacher Observations:

4e (Growing and Developing Professionally): Currently, 73% of our teachers are either effective or highly effective in this area. We would like to see a 5% increase in highly effective ratings (26% to 31%) to help increase collaboration among teachers.

NYC School Learning Environment Survey: Relevant Highlights

Positive:

- On the previous year’s survey 26% of teachers disagree or strongly disagree with the statement “School leaders provide time for collaboration among teachers” however now ___change???___.
- 95% of teachers feel supported by each other.
- 85% of teachers indicate that they “work together on teams to improve their instructional practice.”

Negative:

- 29% of teachers disagree or strongly disagree with the statement “The principal at my school participates in instructional planning with teachers.”
- 26% of teachers think professional development is “short term and unrelated” with limited opportunities to work productively with colleagues.

Additional Narrative:

The Professional Learning Team created surveys to indicate teacher strengths and needs across all grade levels. Professional Learning time will be designed to provide teachers adequate time to meet on their grade level and align their curriculum to CCLS and incorporate UDL strategies into their lessons.

Professional Learning sessions are provided based on school foci and teacher needs such as ESL strategies and methodologies, UDL strategies, Turn Key of TC professional development sessions attended by the instructional leads, Guided Reading strategies and analysis of data. Teachers are also provided common planning time at a minimum of once per week to meet collaboratively on their grade level. Mentoring for new teachers is scheduled twice per week to improve teacher practice based on the Danielson Framework for teaching.

1st grade was involved in an inquiry study based on grade level spelling inventory. They analyze the results of the assessment and identify the needs of all grade 1 students with strategies to support growth in phonemic awareness. The teachers have formed skilled based small groups for targeted instruction and monitoring growth in specific areas to determine which method will result in an increase of student achievement as well as to improve better teacher practice.

Administrators work along side teachers to find their strengths to develop an opportunity for them to lead in various ways through the following roles: mentor, data analysis, professional learning facilitator, testing committee members, professional learning team members and/or instructional lead members.

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.

Within the 2015-2016 school year, the school will improve collaboration among teachers by having professional learning be more specifically tailored to teacher needs and interests and by increasing the frequency of turn-keyed content.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>1. Enhanced Professional Learning Menu: The Professional Learning Team will work to provide a wider selection of professional learning options based on surveyed teacher interests and needs as well as school goals. Teachers will attend out-of-building PDs and will then be encourage to share with their coworkers by turn-keying this information during the Professional Learning time on Mondays.</p>	<p>All teachers, para-professionals</p>	<p>09/2015 – 06/2016</p>	<p>Professional Learning Team, Assistant Principals, Principal</p>
<p>2. Teacher Inquiry Teams: Based on the success of last year’s 1st Grade Inquiry Team, the inquiry team model will spread to other teacher teams across the building. Inquiry teams will be involved in a cyclical task of analysis of student work and data to be used to drive instruction. As a result of this work, teachers will focus on working with our SWDs and ELLs to improve their learning by including Universal Design for Learning (UDL) supports during their ELA instruction. ELA curriculum units as well as strategic</p>	<p>All teachers, para-professionals</p>	<p>09/2015 – 06/2016</p>	<p>1st Grade Inquiry Team, Assistant Principals, Principal</p>

learning plans are customized to create long and short-term goals that address the needs of these targeted students.			
3. Increased Professional Learning for Paraprofessionals: During our professional learning times on Mondays, we want to increase the numbers of sessions that are specifically relevant to our paraprofessionals' career growth.	All para-professionals	09/2015 – 06/2016	Assistant Principals, Principal, Teachers
TBD			

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21st 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.
We will administer a mid-year needs assessment for further professional development that the staff would benefit from. Additionally, after each professional learning session, reflection sheets will be completed and reviewed to guide future sessions.
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.

NYC School Learning Environment Survey: Relevant Highlights

Positive:

- 85% of teachers agree or strongly agree with the statement “the principal at my school makes clear to the staff his or her expectations for meeting instructional goals.”
- 87% of teachers acknowledge that “school leaders provide teachers with leadership opportunities.”

Negative:

- 21% of teachers disagree or strongly disagree that “the principal communicates a clear vision for our school.”
- 34% of teachers disagree or strongly disagree with the statement “School leaders publicly recognize teachers for their accomplishments.”

Quality Review Report: Review next year

Principal Performance Review: Review next year

- **Teacher Observations:**

4e (Growing and Developing Professionally): Currently, 73% of our teachers are either effective or highly effective in this area. We would like to see a 5% increase in highly effective ratings (26% to 31%) to help develop school leaders.

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.

TBD

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
TBD			

Part 4 – Budget and Resource Alignment

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

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
TBD
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

Section 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.

NYC School Learning Environment Survey: Relevant Highlights

Positive:

- 98% of parents indicate that the school “keeps me informed about my child’s academic progress.”
- 100% of parents indicate that the school “communicates with me in a language that I can understand.”

Negative:

- 9% of parents disagree or strongly disagree with the statement “My child’s school communicates to me and my child what we need to do to prepare my child for college, career, and success in life after high school”.
- 19% of students disagree or strongly disagree with the statement “My school offers a wide enough variety of programs, classes, and activities to keep me interested in school” (46% simply agree).

CBO and Community Connections: (Currently in Place)

- Penny Harvest
- Career Day
- Relay for Life
- Special Speakers: Olympic athlete, Holocaust survivor
- CASA: Brooklyn Arts Council
- Common Threads
- NIA After School Program
- Parent Teacher Association
- School Leadership Team

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.

Within the 2015-2016 school year, the school will work to increase the amount of community-based organizations involved in the school.

Part 3 – Action Plan

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: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
1. Parent Coordinator Initiatives: Our parent coordinator will research and reach out to a broader network of community-based organizations that could benefit our school. In collaboration with partnering teachers, we will also seek out and write grants that can enrich our school and family programs.	All students, parents, and families	09/2015 – 06/2016	Parent Coordinator, Parent Teacher Association members, classroom teachers, school administrators
2. Broadened After School Programs: Last year our after school programs were limited to certain grade levels and group sizes. This year we hope to broaden the range and access for more students and grades. We hope to improve standards and structures of our existing programs as well, including NIA, Common Threads, and CASA programs.	All students	09/2015 – 06/2016	School administrators, Program directors, teachers
3. Activity for Tuesday afternoons: TBD			

Part 4 – Budget and Resource Alignment

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

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

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
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	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other
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Part 5 – Progress Monitoring

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

Mid-year meetings will be held with the Parent Coordinator, after school program directors, and CBO liaisons in order to identify needs, progress, and next steps for further development.

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Selection is determined through data analysis of the NYS ELA assessments, Formative and Summative assessments, classroom teacher observations, TCRWP running records, conferences.	<p>Soar to Success : A reading program for grades 3-8 that provides systematic, scaffolded instruction that uses reciprocal teaching and graphic organizers to develop comprehension strategies.</p> <p>Great Leaps : A 1:1 reading program for students in K-8 that promotes fluency in letter sound and word recognition.</p> <p>Wilson Reading System : A K-5 researched based multi-sensory reading program that provides systematic and explicit instruction in the areas of phonemic aware-ness, phonics, and word and syllable study, vocabulary, sight words, and fluency.</p> <p>Imagine Learning : A K-5 technology based reading skills program that uses formative assessment and differentiated,</p>	<p>Soar to Success : Small Group</p> <p>Great Leaps : One-to-one</p> <p>Wilson Reading System : Small Group</p> <p>Imagine Learning : Individual</p> <p>Early Success : Small Group</p> <p>ELA AIS- Small Group</p>	<p>Soar to Success : During the school day</p> <p>Great Leaps : During the school day</p> <p>Wilson Reading System : During the school day</p> <p>Early Success : During the school day</p> <p>Imagine Learning : Individual</p> <p>Early Success : During the school day</p> <p>ELA AIS: During the school day</p>

		<p>individualized instruction for ESL students.</p> <p>Early Success : A reading program for grades 1-2 that provides systematic, scaffolded instruction that supports phonemic awareness, phonics, reading fluency and decoding strategies.</p> <p>ELA AIS- Small group instruction based on student needs to improve literacy skills with an emphasis on strategies</p>		
Mathematics	Selection is determined through data analysis of the NYS Math assessments, Formative and Summative assessments, and classroom teacher observations.	Math AIS- Small group instruction based on student needs to improve mathematical skills with an emphasis on strategies.	Math AIS- Small group	Math AIS- During the school day
Science				
Social Studies				
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Selection is made through SITT, PPT and classroom teacher observations of student behavior.	Crisis Intervention and Counseling – Guidance Counselors and Social Workers meet with students to come up with behavior and attention management plans assisting students in their ability to focus on learning.	Crisis Intervention and Counseling – Small Group	Crisis Intervention and Counseling – During the school day

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.		
Schoolwide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
As of last year, 100% of our teachers are Highly Qualified and teaching within their certification areas. In order to attract highly qualified teachers with beliefs that are aligned to our teaching philosophies, we will continue to update and maintain our school website and e-chalk. Interested teachers will be able to access the school's most current Annual School Report Card to gain a snapshot view of the school community. We will recruit new staff through colleges, universities, and recruitment events. Our substitute teachers will also be observed as a means to recruit. New teachers will be supported through the New Teacher Mentoring Program, the Instructional Coach, and Staff Developers from outside agencies, such as Columbia University Teachers College and CFN 409 Staff Developers. Teachers receive individual professional development to match their pedagogical needs.

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).
As the Common Core Standards and Charlotte Danielson's Framework for Teaching implementation continues, school faculty has attended various professional development sessions on how to improve their practice and align instruction to the new city-wide instructional expectations. The administration, instructional coach, data specialist, Teacher's College Staff Developers, along with CFN 409 Staff Developers (Literacy, Math, ELL, and Special Education) have provided in-house professional development sessions surrounding this work, including support for how to address the needs of all learners. New special education teachers attend monthly support workshops and the IEP teacher is part of a Network-led study group for IEP teachers. ESL teachers are attending the CFN 409 ELL Institute that takes place across the year. The principal attends monthly conferences provided by Teacher's College. School administrators attend CFN 409 Principal and Assistant Principal conferences throughout the school year.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	484,508.00		
Title II, Part A	Federal	69,629.00		
Title III, Part A	Federal	21,524.00		

Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	4,067,567.00		

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- Maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in

the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

School-Parent Compact (SPC) Template

PS/IS 192 , in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities:

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

- using academic learning time efficiently;

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>Magnet School for Math & Scien</u>	DBN: <u>20K192</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: _____
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>4</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>2</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: _

During the 2014-2015 school year we plan to provide two afterschool programs: one program offered in the fall will be for students who arrived to the U.S. within the last few years and are still at the beginner and intermediate levels according to the NYSESLAT and those who scored a 1 on the Spring 2014 ELA Exam. The other program offered in the spring is for students nearing proficiency on the NYSESLAT. After school programs will be available for students in grades 1-6, for both students in general education classes and students with disabilities (SWDs).

The rationale for the fall after school program targeting recently arrived beginner and intermediate students is to provide a strong foundation in English language acquisition so that they can begin to understand and access language for content and personal interactions. While we will continue to develop their Basic Interpersonal Communication Skills (BICS), we will also introduce new vocabulary necessary for Cognitive Academic Language Proficiency (CALP). This is important because most students (those enrolled more than one year) are required to take the state ELA exam. Based on our NYSESLAT data from spring 2014 and the fall 2014 NYSITELL, we hope to push these beginner students to move up language levels on the NYSESLAT in the spring 2015.

The rationale for the spring after school program targeting students nearing proficiency on the NYSESLAT (intermediate and advanced ELLs) is to push them to move up performance levels on both the NYSESLAT and ELA exam. Based on the NYSESLAT scores, a significant number of students have remained at the Advanced level for more than one year. Additionally, most of these students received a 1 or 2 on their ELA exam. Therefore, we hope to push them to achieve at higher levels and exit the ESL program by receiving a proficient mark on the NYSESLAT. This will help them achieve in accordance with the rigorous expectations of the Common Core State Standards.

We plan to offer the first after school session for beginner/intermediate ELLs in the fall, tentatively starting mid November and running until mid February for a total of 20 hours. The afterschool program will be held from 2:35-4:35. Two certified ESL teachers will lead the sessions, for grades 1-3 and 4-6. All afterschool instruction will be provided in English.

We plan for the second afterschool session for intermediate and advanced ELLs to start mid March and run through the beginning of May for a total of 30 hours. The program will likely be held on Wednesdays and Thursdays from 2:35-4:35. Two certified ESL teachers in collaboration with two content area teachers will provide instruction for the program. Together we will provide enhanced literacy instruction, simultaneously preparing them for the NYSESLAT and the ELA exams. The group will target students nearing proficiency on the NYSESLAT and those who scored 1's and 2's on the ELA Exam. The program will be offered to these students in the following grade bands: 1-2 and 3-4.

We intend to renew licenses for our Imagine Learning program. Imagine Learning is a technology based language acquisition program that pre-assesses students' language abilities, provides educational activities specific to their needs, and evaluates growth and mastery. It automatically assesses performance and adapts instruction. This program is already installed on ESL laptops and throughout the building. We also plan to purchase a new vocabulary based program recommended by other ESL in district called Text Talk. It engages students through robust vocabulary instruction that also links to comprehension skills.

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: _

For our second afterschool session focusing on intermediate and advanced ELLs, we plan to include two classroom teachers in addition to the two ESL teachers to enhance literacy instruction. These teachers will need additional professional development in order to meet the specific needs of ELLs. We plan to meet with these teachers for a total of 3 hours throughout the course of the afterschool session. We will meet one week before the program starts to familiarize them with ELL pedagogy and strategies and discuss specific students' needs according to the NYSESLAT, ELA exam, and predictives. We will also meet midway through the duration of the program (mid March) in order to assess student progress and redirect instructional foci. We will meet a final time in April to familiarize teachers with the NYSESLAT format so that instruction sets students up for success on the exam. At this time we will review the new NYSESLAT prep resources that have recently been aligned to the Common Core Standards. Brooke Mackin (ESL Coordinator) in conjunction with Leslie Pagliaro (Assistant Principal) will lead these professional development sessions.

For teachers in general, instructional concerns and questions regarding ELLs are addressed during our Teacher's College Staff Development days. On a nearly monthly basis, representatives from Teacher's College come to the school to provide support for reading and writing curriculum and assessment. We work with three different consultants who address ESL issues for the lower grades, upper elementary, and middle school. This professional development is provided at no additional cost to the Title III budget.

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: _

Studies have shown that students perform better academically when parents are involved in their child's education. As part of our continued involvement initiatives for parents of ELLs, ESL staff members plan to host several workshops throughout the year to help parents support higher achievement for their children. Across the board, we find that our students struggle in the areas of reading and writing, and as such we will offer workshops pertaining to these topics. ESL staff will work together to offer the following workshops:

- Fall - Learning New Vocabulary through Literature
- Winter - Writing Based on Nonfiction Resources
- Spring - Preparing for the NYSESLAT

Notification of these workshops and resources will be provided in various translations and sent home to students' parents. The parent coordinator will also post notification of these events and resources on the parent involvement bulletin board in the vestibule. Translation will be provided as needed. These workshops will be directed to both parents of Title III students and parents of other ELLs.

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	=====	=====

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

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

District 20	Borough Brooklyn	School Number 192
School Name Magnet Sch. for Math and Science Inquiry		

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 Liset Isaac	Assistant Principal Leslie Pagliaro
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher Brooke Mackin	School Counselor Donna Alagna
Teacher/Subject Area Jen Colonna (3rd Grade)	Parent Maria Mohammed
Teacher/Subject Area	Parent Coordinator Yolanda Fiorello
Related-Service Provider David Perez	Borough Field Support Center Staff Member
Superintendent Karina Costantino	Other (Name and Title)

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	4	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	2	Number of teachers who hold both content area/common branch and TESOL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]		Number of teachers who hold both a bilingual extension and TESOL certification	
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program		Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]		Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (excluding pre-K)	645	Total number of ELLs	158	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) 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"/> 12 <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 #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	212	Newcomers (ELLs receiving service 0-3 years)	187	ELL Students with Disabilities	49
SIFE	1	Developing ELLs (ELLs receiving service 4-6 years)	24	Long-Term (ELLs receiving service 7 or more years)	1

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	188	1	33	24	0	18	1	0	1	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 9

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
TOTAL	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
TOTAL	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
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____

Number of students who speak three or more languages: _____

Freestanding English as a New Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	15	21	9	14	9	7	6	9	1					0
Chinese	17	1			1				1					0
Russian	4	3	4	2	3	6	4		1					0
Bengali	2	3	1	1	1		1							0
Urdu	1	1		1	1	1	1	2						0
Arabic	1	1	2	1		2								0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	14	7	10	3	4	3	5	2	2					0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	28	4	7	6	7	3	2	0	1					0
Emerging (Low Intermediate)	9	8	7	3	3	6	3	3	1					0
Transitioning (High Intermediate)	10	6	4	2	3	4	2	0	0					0
Expanding (Advanced)	7	19	8	12	5	5	9	9	3					0
Commanding (Proficient)	6	4	3	7	7	8	5	1	6					0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

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

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

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	11	7	0	0	0
4	13	2	0	0	0
5	11	3	0	0	0
6	9	3	0	0	0
7	3	1	0	0	0
8	4	2	0	0	0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	11		4		3		0		0
4	13	4	1		0		0		0
5	8	1	3	1	0		0		0
6	5		3		2		0		0
7	1		2	1	0		0		0
8	4		1	1	1		0		0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	3	3	9		6	1	3		0
8	0		1	1	5		0		0
NYSAA Bilingual (SWD)									0

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

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

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

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

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

At P.S./I.S. 192, we use a variety of assessments to evaluate our students' literacy progress and achievement. Once each quarter, literacy assessments from TCRWP are conducted. These assessments provide a profile of our ELL students' strengths and weaknesses in literacy. These assessments evaluate letter/sound identification, word identification, and concepts of print (for the lower grades); additionally, differentiated spelling inventories (primary, elementary and upper grade) and running records are also administered. Running records measure students' ability to decode and comprehend texts based on literal and inferential information. Running records are administered more frequently based on when teachers identify that students are ready to progress to higher reading levels. Teachers differentiate instruction based on the results of these assessments. Strengths and weaknesses are noted and flexible groups are formed for small group instruction.

Students' writing abilities are assessed using "On Demand" writing tasks. These serve as pre-assessments for students' writing in the genre of the given unit, evaluating structure, development, craft, and conventions in the narrative genres and nonfiction. Individualized instruction and small groups are formed based on the analysis of the students' writing. Then at the end of each unit, final writing pieces are collected and evaluated.

The ENL teachers also utilize these assessments to scaffold their instruction to meet student groups' specific needs. During small group professional learning sessions, we discuss assessment results to drive instruction for ELLs.

As of now, considering that it is still early in the school year, literacy assessments are in process and have not yet concluded. The results of these assessments are updated multiple times throughout the school year to drive instruction. Based on their June 2015 data, most ELLs fall below standard in their reading levels. We take note of this, and support them in moving up benchmark levels.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

Across the grades, the highest percentage of students are at the expanding level (41%), followed by the emerging level (21%), then transitioning (15%), and finally entering and commanding (12% each). Kindergarten levels are still being determined based on the NYSITELL. First, third, and fourth grades are made up of primarily expanding students, while second grade has students distributed fairly evenly across the levels. Fifth grade had the highest number of students achieving at the commanding level (32%). Over half of the ELLs in the middle school are at the commanding level with only one student at the entering level.

While it is hard to directly compare how students progressed from last year to this year based on the change in the leveling system, some conclusions can be drawn from general movement across the levels. Please see the table below.

Movement from Spring 2014 to Spring 2015			
	Moved Up	Stayed the Same	Went Down
Grades 1-2	48%	40%	12%
Grades 3-4	13%	78%	10%
Grades 5-6	44%	50%	6%
Grades 7-8	42%	54%	4%

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

Our school recently received training on the AMAO tool (Annual Measurable Achievement Objectives) and have started using it more this year. Unfortunately, since the ELL leveling system changed from last year to this year, AMAO 1 data is not available (this objective measures progress students make as they move up English proficiency levels. In general, we would like to use this data to note trends on how students master English at higher and higher levels by looking at subgroup breakdowns (by language, by grade, for students with disabilities, etc.). For AMAO 2, the objective is to have students reach the proficient/commanding level of English which would mean they are no longer identified as English Language Learners who need services. According to tab 2 of the AMAO tool, we are listed as not having met AMAO for the past few years. We are reaching out to our Senior ELL CPS for more guidance in this regard about reasonable targets and next steps. In general we plan to use the AMAO tool more and more in analyzing student achievement data and trends. Specifically, we look at the students' "At Risk" levels that warn us of particular struggles and help us target how to better identify and address these 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?

4a. After analyzing the data from the ELA exam we found that all of our ELLs are below standard (Levels 1 and 2). When ENL teachers push into the classroom during the reading and writing workshop as well as when students are pulled out for ENL, the focus will be on helping these students master the Common Core ELA standards in addition to meeting ENL standards. We will emphasize helping them understand story elements and key vocabulary, collecting and interpreting data in nonfiction texts, making inferences, using schema, determining meaning of unfamiliar words through context clues, and using specific evidence from a text to back up claims, exploring multiple perspectives, and analyzing author's craft. These are competencies that are assessed throughout the state ELA exam and on in-house assessments.

After reviewing the NYS Math scores, we found that many of our ELLs perform below standard (Levels 1 & 2). In order to help the ELLs perform on standard in math, the ESL teacher will incorporate math literature, manipulatives, vocabulary, and flash cards into the lesson. Word problems also prove to be more difficult for ELLs, especially newcomers, because they require a greater understanding of literacy and inferring mathematical verbal nuances. Therefore, we will work with students to deconstruct word problems and identify important information with an emphasis on vocabulary and comprehension.

The data from the 2015 4th Grade Science Exam shows that almost half of our ELLs are in Level 3 and 4. On the 8th grade Science Exam, five out of seven students scored at level three, and the other two scored at level 2. However, because only a very small number of students took the test, it is difficult to draw many meaningful conclusions about this data. ESL teachers and content area teachers will continue to make the content more accessible for ELLs by using ESL methodology and providing additional vocabulary support.

In addition, we found that students who took content area tests written in their L1 or with oral translation did not score particularly better, at least this year. In the past the native language editions seemed to help the students more. This year, with many of the students who received the exam in their home languages, we have inferred that their educational backgrounds from their home countries were not particularly strong. We will continue to offer native language supports when we deem it helpful.

4b-c. In 2014-2015 we administered ELL Periodic Assessments in the fall and in the spring. Teachers use the results from these assessments to drive instruction. The School Leadership team reviews the assessment data and considers how the results should influence instruction and programs. Results of assessments are discussed with classroom teachers to identify areas of need for their students. ENL teachers collaborate with classroom teachers for optimal academic growth according to the Common Core State Standards. From these results we can identify which students have the great potential of moving up levels of language proficiency and we challenge students accordingly. We also identify which students consistently show minimal improvement and consider innovative ways to motivate and challenge them. In moving forward this year, we are considering how relevant and worthwhile the ELL periodic assessments are given that the NYSESLAT has been thoroughly revised. As of last year, the periodic assessments did not reflect many of the changes that the NYSESLAT has undergone in the past several years.

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

To provide ELLs with rigorous instruction, a strong Response to Intervention (RtI) model has been established at our school. When ELLs are targeted for needing additional support, the Response to Intervention framework is applied. It's important to refer to the RtI framework so that struggling ELLs aren't initially mislabeled as SWDs. However, if academic data reflects that students are not responding well to universal instructional practices (Tier 1), then small group targeted interventions are used to support the child (Tier 2). This occurs both in the classroom and from AIS intervention. Teachers refer to TCRWP data, periodic assessment data, and classroom observations and assessments to help evaluate a student's needs. If Tier 2 interventions are not sufficient, then intensive individual interventions are applied (Tier 3).

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

ELLs' English development is regularly considered when making instructional decisions. Teachers take into account the child's competencies in relation to the Bilingual Progression and Targets of Measurement referring initially to their NYSESLAT levels. We utilize the Bilingual Progression when working on a particular standard and we scaffold instruction to push kids up levels. Then during instruction teachers provide multiple pathways for all students to engage with the content, regardless of their ELL level. Particularly with newcomers, teachers utilize native language supports (when possible) and also partner them with more proficient students who speak the same language.

7. For dual language programs, answer the following:

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

Not applicable at this given time. When a dual language program is developed at our school, these questions will be thought through extensively.

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

We evaluate the success of our program both qualitatively and quantitatively. Qualitatively, we observe students informally and note their strengths and areas of growth academically. Through asking questions and discussion we monitor student understanding and progress during each lesson (Danielson's Framework - 3b); this allows us to assess whether or not our program is effective and useful for students. Quantitatively, we analyze movement according to the NYSESLAT and ELL predictives across proficiency levels (entering, emerging, transitioning, expanding, commanding), also noting how many students exit the program. At the beginning of the year we also look at their State ELA and Math exam data and compare it to subsequent periodic assessments. Additionally, we engage in inquiry work, discussing students' progress on classroom assessments with classroom teachers. As part of our alignment process with the Common Core State Standards, all students, including ELLs, must complete ELA performance tasks that embody the level of rigor present in the standards. This year, baseline assessments in core content areas are also administered and these results for ELL students will be compared to final content area assessments in the spring. All this data is used to evaluate the success of our program for ELLs. We continue to reflect on our teaching (Danielson's Framework - 4a) to see how the ENL instruction can be revised and improved.

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.

At registration and throughout the school year, the Pupil Accounting Secretary notifies the ENL coordinator and teachers to interview the parents and student to determine the language(s) spoken in the home. Based on this determination, the ENL staff then administers the Home Language Survey which includes an informal oral interview with the parent and the student regarding the students' home language. This Home Language Survey is translated into nine languages. When additional translation is needed, we call on a staff member who is on the translation committee to assist with the process. These translators have been trained by the ENL staff to assist in conducting the interview appropriately. The oral interview consists of a standardized list of questions that determine if the student has a command of the English language.

Based on the completed Home Language Survey and informal oral interview, ENL staff determine whether or not the student is eligible to take the NYSITELL. The results of this assessment determine a student's language proficiency, potentially qualifying them for state mandated services for ELLs. Students who speak Spanish and are eligible for ELL services per the NYSITELL are also assessed through a Spanish LAB to determine language dominance. The Spanish LAB is administered only once at the time of initial

enrollment. To maintain compliance, the Home Language Survey and the NYSITELL are always completed within 10 days of the student first being enrolled.

Each spring ELLs are administered the NYSESLAT to determine English proficiency and eligibility for ENL services for the following school year. Students who become proficient based on this assessment exit the program. For students who were already enrolled and entitled to receive ENL in the previous year, we review their scores from the previous spring's NYSESLAT. These results dictate the number of periods of ENL services they will receive. To prepare students for the NYSESLAT exam, ENL teachers use test preparation books during an after school NYSESLAT preparation program available to students in the months preceding the administration of the exam. We also hold workshops for parents specific to the different testing bands in order to inform them about test structure and expectations, encouraging them to work with their children in all four modalities of language development. Parents are also informed of the testing dates and are provided an explanation of the test through an official letter produced by the Department of Education.

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).

At time of enrollment, the ENL teacher inquires about a student's prior schooling when completing the Home Language Survey. If the student is in grades 3-9 and appears to have limited or interrupted schooling prior to coming to America, the SIFE oral interview questionnaire is administered. Additionally, if the student speaks Arabic, Bengali, Chinese, Haitian Creole, or Spanish, the LENS exam (Language Evaluation for Newcomer SIFE) is also administered. When possible, student work is reviewed. All of this is completed within 30 days of enrollment and prior to one year of enrollment, a final determination is made regarding their SIFE status.

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).

If a student already has an IEP when they enroll, then the Language Proficiency Team (LPT) is assembled to discuss the child's English language development and needs. The LPT is comprised of a school administrator, the ENL teachers, the special education Assistant Principal, and the student's parent/guardian. When needed, a trained translator is also present. The team reviews evidence of the child's language development, taking into consideration the student's history of language use at home and at school, their IEP and relevant evaluation results, and the recommendations of the special education committee regarding the child's disability. If the LPT decides that the child may require support for English language acquisition, regardless of their disability, then the NYSITELL is administered. However, if it is decided that the student's disability is the determining factor affecting whether or not they can demonstrate proficiency in English, then the LPT makes the recommendation to the principal that the NYSITELL should not be administered. If the principal accepts this proposal, the request proceeds to the superintendent for a final decision. Parents are involved and notified of all steps of this process.

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

As soon as NYSITELL results are procured, ENL teachers prepare the newly revised, official DOE entitlement/non-entitlement parent notification letters. In the ENL coordinator's room, copies of these letters in all relevant languages are already available on file. If a student is entitled to language services, their letter is accompanied by an invitation to attend the Parent Orientation Session for ELL services.

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).

To inform parents of their rights to appeal the ELL status of their child, an attachment outlining this information and process is included with the entitlement/non-entitlement letters. Additionally, this right and process is explained at the Parent Orientation Session. If a parent chooses to have their child re-identified this is completed within 10 school days of when the written request was received.

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

Within ten days of a student being enrolled and identified as an English Language Learner (ELL), as per the Home Language Survey and NYSITELL, parents are invited to an orientation that provides information about programs for ELLs. At this orientation, parents are presented with a packet which includes a parent guide for ELLs in their native language and a parent survey program selection form. ENL teachers, along with translators, explain all three program choices: Transitional Bilingual Education (TBE), Dual Language, and Freestanding ESL. Available translators include L. Villatoro and Y. Fioriello (Spanish), S. Zapasner and V. Tackenko (Russian), A. Barno (Uzbek), P. Ip (Chinese), and A. Sadeque (Urdu). Parents are broken into small groups based on language to view a video presentation in their native language which explains the instructional programs that support the needs of their children and gives them the options of program choices for ELLs. If a parent selects a language program that is not currently available in the school (TBE or Dual Language), they are informed of two options available to them: 1. They may keep their child enrolled at the school and instead have language services provided through an alternate program, or 2. They may opt to transfer their child to a different school where the parent's selection is currently available. Also the parents will be contacted via letter and/or phone when/if these programs become available at a later time. A copy of their program selection is kept on file with the ESL Coordinator and in their cumulative records. If the program they originally selected becomes available, they have the option to enroll their

students in this type of language support program. For new students who arrive later in the year, individual orientations are provided in one-to-one meetings.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

Within ten days of a student being enrolled and identified as an ELL, parents receive a letter inviting them to an orientation that provides information about programs for ELLs. At this orientation, parents are presented with a packet which includes a parent guide for ELLs in their native language and a parent survey program selection form. Once the program selection forms are completed, copies of them are kept in the student's cumulative record file and in the ELL coordinator's room on file. The results of parent selection are entered into the ELPC screen so that it is easy to access this information from year to year. This allows us to easily calculate whether or not a bilingual class should be created. As soon as 15 more more ELL students who opted for a bilingual program are present between two continuous grades, the class will be formed. Pedagogues who complete this work include ESL teachers (Brooke Mackin, Leslie Villatoro, Alison Duff, and Angela Tavarez) as well as trained paraprofessionals who assist with translation.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

If a parent is not able to attend the parent orientation and complete the program selection form, the ENL teachers (with translators as needed) immediately start making phone calls to reschedule this meeting one-on-one. We are available to meet with parents before school, during school hours, and after school hours during the parent outreach time designated on Tuesdays. Thorough records are kept of when and how outreach takes place. If a program selection form is not returned within five days of the orientation, the child is placed in a bilingual program. However, if a bilingual program is not available, they are placed in the ENL program keeping in mind that such students count toward the minimum thresholds for creating a bilingual program (15+ students in two consecutive grades who speak the same language). An official letter (available in nine languages) is sent home informing parents of their child's placement based on the fact that they did not return the Parent Selection form.

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

As soon as the program selection forms have been compiled and processed, ENL teachers prepare the newly revised, official DOE placement letters. In the ELL coordinator's room, blank copies of these letters in all relevant languages are already available. Each student receives a letter with their name, program, and the school year written in. Copies of each students' prepared letters are kept on file in the ELL coordinator's room as well as in the cumulative record folder..

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

The ELL coordinator has a thorough filing system to keep track of all students' forms from year to year. We currently have records dating back to the 2008-2009 school year. For each student we compile copies of their home language survey, NYSITELL grid, Spanish LAB grid, and program selection form. Originals of the home language survey, entitlement/non-entitlement letter, and parent selection form are kept in the students' cumulative record files. Copies of these papers are kept both in the students' cumulative record folders as well as in the ELL coordinator's room.

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.

In preparation for the NYSESLAT exam, ENL teachers consult the testing calendar to identify the administration window for the exam. Testing dates are put on the school calendar to avoid potential scheduling conflicts. Based on the RLER ATS report, we confirm which students are eligible to take the NYSESLAT. We then generate a testing memo informing teachers of the dates of the test for the different modalities including the names of the students and teachers affected. Parents are also notified in a letter of the exam dates and are provided with an explanation of the NYSESLAT components and implications. Translations are provided when available.

When administering the Speaking section of the NYSESLAT, ENL teachers pull students one by one to administer the assessment. No student is tested by the teacher that provides them with their ENL services in order to remain accountable. Their speaking scores are initially recorded on the NYSESLAT speaking score sheet and are later transferred onto the writing grids.

When administering the other sections we select three consecutive days for the exam. Classroom teachers and out-of-classroom teachers are trained to administer the exam (use of CDs for the listening section for grades 3-8, K-2 administration, etc.). SWDs' testing modifications are followed as per their IEP mandates. Make-ups are conducted when necessary.

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

As soon as NYSESLAT results are received, ENL teachers prepare the official DOE continued entitlement/transitional support parent notification letters. In the ELL coordinator's room, copies of these letters in all relevant languages are already available on file. These letters are distributed within the first five days of school.

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).

Consistently, when given the program choices, the vast majority of our ELL parents have opted for a free-standing ESL program as the form of instruction for their children. However, over the past few years more and more parents are opting for Bilingual and Dual Language. This year a higher number of Spanish and Chinese speaking families opted for Bilingual Education (3 and 6 respectively) and Dual Language Program (7 and 6 respectively). We closely monitor these numbers to consider opening a new program. Based on this trend, at P.S./I.S. 192, we provide an ENL program with stand-alone instruction and integrated coteaching so as to align with parent preferences. If a parent opts for a TBE or Dual Language program, parents are informed at orientation that their program selection requests are kept on file until the minimum threshold number of students for a TBE or Dual Language Program becomes available. We also reach out to our district administrators to see if there are openings in TBE or Dual Language programs in other schools in our area.

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.

We currently have four certified ESL teachers at P.S./I.S. 192: Brooke Mackin (ELL coordinator), Leslie Villatoro, Alison Duff, and Angela Tavares. Due to the overwhelming response by parents on the parent selection survey, we have implemented a freestanding ENL program which incorporates the integrated/stand-alone model of instruction. All services are provided as per the new regulations for units and types of services based on the five proficiency levels. Through the integrated model, the ENL teacher works with ELLs during content instruction in collaboration with the regular classroom teacher to provide language acquisition and vocabulary support while retaining content instructional time. Through the stand-alone model, students are brought together from various classes for English acquisition focused instruction based on literacy and content topics. This allows us to engage ELLs through linguistically relevant literature and teach rigorously in the different content areas.

Overall, classes in our school are heterogeneously grouped on each grade level; as such, when we integrate instruction in the classroom, the ELL population is also heterogeneously grouped. When providing stand-alone instruction students groups are formed homogeneously based on proficiency level (primarily entering and emerging student groupings). In the upper grades, ELL students from two consecutive grades are also mixed to form stand-alone groups.

- b. TBE program. *If applicable.*

n/a

- c. DL program. *If applicable.*

n/a

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

- a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Students in grades K-8 at the entering and emerging levels of English proficiency are supported by receiving 360 minutes of ENL instruction per week. Students at the transitioning and expanding levels receive 180 minutes of ESL instruction per week. And students at the commanding level of proficiency receive 90 minutes a week for two years after they achieve commanding status. Because these services are mandated, these time allotments are built into the students' schedules throughout the school day. ESL teachers deliver these services in small groups using the integrated/stand-alone model of instruction dictated by the PART 154-2 regulations. During integrated services, there are always two available teachers to work with students, with the ESL teacher collaborating within the content area to supplement with language support. All ELLs additionally receive 180 minutes of ELA instruction over the course of each week that is provided by their classroom teachers or the middle school ELA teachers.

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.

Through the integrated model of ENL, we work collaboratively with the classroom teachers to address the various needs of the ELLs. To differentiate instruction, the ENL teacher brings in various materials to incorporate into the lesson (e.g. picture cards, big books, graphic organizers). Classrooms have extensive libraries that are leveled for appropriate and appealing book choices for our ELLs, including bilingual dictionaries. Native language picture books in various genres are also available in the ENL

classrooms.

Through the stand-alone model, we teach ESL concepts and strategies through literature and content area topics. We emphasize vocabulary development with visual support from picture cards/iPads and authentic literary contexts. We also address phonics needs through Words Their Way word study. Based on the Teachers College Reading and Writing project, ELLs also develop their writing through various genres. Instruction is differentiated based on their needs and abilities, with more scaffolding for our Beginner and Intermediate students as needed.

Additionally, scaffolding strategies are used for our ELLs' academic development. A TPR (Total Physical Response) approach is implemented in the lower grades to help our newly arrived immigrants develop receptive language. Students are encouraged to use bilingual dictionaries to help them improve their vocabulary acquisition. Newcomers who are literate in their native language are encouraged to respond in that language until they acquire sufficient written English language skills. In addition, ELL instruction is aligned with the citywide instructional expectations and the Common Core State Standards to enhance the rigor level of content learned. The ENL teachers will support the classroom teacher to engage all ELLs in rigorous tasks, embedded in well-crafted instructional units.

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

Upon enrollment students who speak Spanish are administered the Spanish LAB to evaluate their proficiency in Spanish. Additionally, when considering our newcomers in the testing grades (grades 3-8) every year we evaluate the child's dominance in their home language through reading and speaking in order to determine if they would benefit from a translated edition of the state exams. Also, throughout the year bilingual paraprofessionals are utilized to assist with and evaluate students in their native languages as needed.

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

We assess the students' abilities in the four language modalities through formal and informal assessments. Formal assessments include the ELL Periodic Assessments that are administered twice a year and the NYSESLAT in the spring. Informal assessments vary by modality. For speaking students participate in presentations, Readers Theater plays, and through general classroom discussions. For listening, students have to respond to questions during Interactive Read Alouds and students' ability to understand and respond to directions and questions during class. For reading, students are assessed using TCRWP running records and during guided reading. And finally for writing, students are assessed in their ability to respond to various short answer questions and in their ability to write narratives and essays across the genres. Assessments across the modalities are consistent with the expectations outlined in Charlotte Danielson's Framework.

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

6a. Currently, there are no SIFE students in the building, but we acknowledge that SIFE students may arrive at any time. In the case of working we SIFE students, the ENL teacher would work with these students on basic literacy skills and school competencies. This includes teaching the alphabet, basic vocabulary through repetition, modeling, use of visuals, etc. We plan to also involve our Academic Intervention Services (AIS) personnel by offering small group literacy instruction to this student. Our school guidance counselor and psychologists are available for support in order to help these students make an easier transition to our school. Additionally, we will stress the need for SIFE students to attend after-school sessions as well as summer school.

6b. Specific and special instruction must be designed to meet the needs of newcomer students. According to current research, it takes approximately 3-5 years for second language learners to acquire Basic Interpersonal Communication Skills (BICS) and 7-10 years to acquire Cognitive Academic Language Proficiency (CALP). Since newcomers are at the lower levels of English language acquisition we stress activation of prior knowledge, phonemic awareness, TPR, repetition, retelling, and vocabulary and utilize big books, songs, chants, and poetry. Students who are literate in their L1 are encouraged to respond in their native language until they acquire sufficient written English language skills. We also plan to offer an after-school program for our new immigrants. Research has also shown that newcomer programs help to support the adjustment of immigrant students to the language and schooling of their new country. Additionally, during after school programs we hope to utilize Imagine Learning, a technology based program which is a fully interactive, step-by-step language acquisition program that assesses students' current language abilities and provides activities that address areas of needed development.

As per NCLB (No Child Left Behind), newcomers who enter a public school in the United States are required to take the Math and content area exams. Additionally, all ELLs are required to take the ELA Exam after one full year of enrollment. In order to help these students meet the new mandates and expectations of the Common Core State Standards, ESL teachers incorporate content area topics during ESL instruction. Specifically in regard to math, we provide vocabulary and comprehension assistance to our ELLs when pushing into the classrooms in alignment with the Go Math curriculum. P.S./I.S. 192

hope to offer after-school test prep for the NYSESLAT. When available, newcomers are given the option to take formal assessments in native language versions. In preparation for the NYSESLAT, ESL teachers plan to use various test prep resources during an after school program.

6c. To instruct and challenge developing ELLs, the ENL staff works collaboratively with the classroom and content area teachers to differentiate instruction. This allows us to evaluate the students' strengths and weaknesses and plan our lessons accordingly. As part of teacher best practices, we strive to ensure that all instruction is data driven and based on formal and informal assessments.

After analyzing the NYSESLAT and ELA scores from spring 2013 we found that most students struggle primarily with reading and writing, and to some extent listening comprehension. Therefore, we will emphasize helping them understand procedures and written directions, story elements and key vocabulary, collecting and interpreting data from unfamiliar texts, making inferences, making predictions, asking questions, using schema, evaluating information, ideas and opinions in texts, determining meaning of unfamiliar words through context clues, identifying information that is implied rather than stated, and using specific evidence from stories to describe characters, actions, and sequence.

6d. Currently, we have 2 long term ELLs (more than 6 years of ESL services), both of whom are SWDs. The ESL teachers enhance their instruction with small group attention, guided reading, repetition, and graphic organizers. Most students in this category struggle primarily with reading and writing, therefore we focus instruction on learning through authentic literature contexts. In the spring, we plan to offer a NYSESLAT prep after school program to help students reach proficiency in English.

6e. Former ELLs who achieved commanding status in the last 2 years continue to receive 90 minutes of language support throughout the week through the integrated model of instruction. They also receive the extended time accommodation on all state exams. Each year, we generate a list of students to whom this is applied and submit it to the testing coordinator. As needed, if students still demonstrate needs for continued language support, AIS services are provided to them.

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.

For students who go through the re-identification process, their progress is monitored for an additional 6-12 months to ensure that the change in their ELL status was appropriate. We look at their performance in the four modalities and make sure that they are achieving adequately. The ELL Coordinator (Brooke Mackin) manages the initial process of reidentification and then the ELL teacher working on that grade follows up over the course of the year.

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?

We currently have 53 students with special needs. These students receive intensive interventions, monitoring for results during small group literacy instruction. Due to the fact that most of our special education students have not met the performance standards in reading or writing, we will continue assist these students in these modalities. The AIS and IEP teachers use the Soar to Success Reading Program which provides systematic, scaffolded instruction that uses reciprocal teaching and graphic organizers to develop comprehension strategies. These teachers collaborate with classroom teachers and integrate instruction to meet the needs of SWDs. They also use Foundations Phonics Program, and Wilson Reading Programs, which are multi-sensory reading, writing, and spelling programs using explicit systematic instruction. Great Leaps is another program used to support students. Teachers are constantly engaged in examining student work to better design and implement instruction that supports college and career readiness.

The ESL teacher will assist them with strategies for pre-writing, drafting, revising, editing, and publishing. This allows students to focus on one task at a time and receive feedback from conferences and peers. We found that our special needs students need additional assistance with the following strategies: organizing, paragraphing, sentence variety, order of ideas, spelling, grammar, and punctuation. During the reading workshop, we will form guided reading groups and focus on key vocabulary and reading comprehension. At all times, we strive to ensure that the materials (stories, nonfiction texts, picture cards, etc.) with which students interact are grade level appropriate. This requires meaningful differentiation in order to maintain the rigor level of academic content.

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?

At P.S./I.S. 192 we always strive to ensure ELL-SWDs are incorporated within mainstream classes and instruction, providing them with a learning environment that is least restrictive. Teachers thoughtfully consider the creation and modification of students' IEPs in order to provide them with the services they need. Some of our ELL-SWDs are placed in Integrated Co-Teaching (ICT) classes while others are in 12:1 classrooms, in both cases with teachers holding Special Education licenses. Curriculum and instruction are aligned with the Common Core State Standards and state wide instructional expectations.

Chart

In order to maintain a learning environment that is less restrictive for SWDs in 12:1 classrooms, all ESL teachers utilize the integrated model of instruction at P.S./I.S. 192. This allows us to collaborate with their content area teachers, reinforce language and vocabulary development, and preserve students' social comfortability among their peers. ELL-SWDs in ICT classes are at times pulled out for ESL instruction, learning with a small group of peers that constitutes a mix of GE students and SWDs. This allows for social interaction and academic collaboration and growth among all students.

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

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



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

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

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

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

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

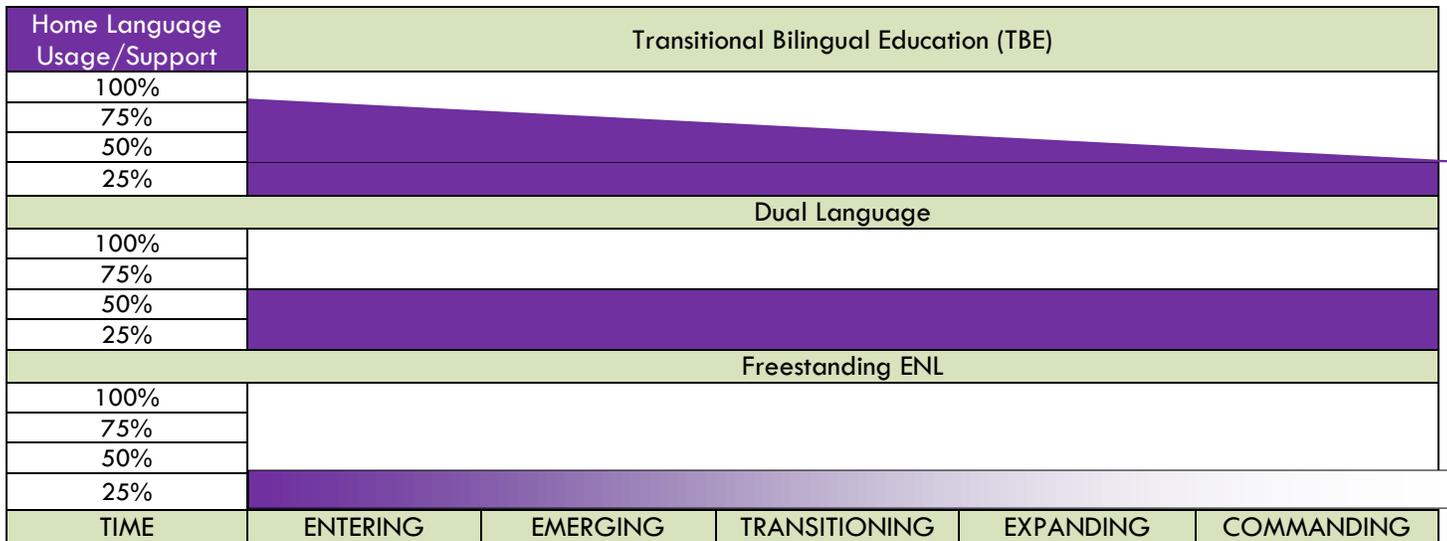


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

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

After reviewing the NYSESLAT, we target our transitioning and expanding ELLs who are close to achieving proficiency so that they are more likely to exit the ENL program. We also focus our work with newcomer ELLs because they need significant support in all four language modalities in order to catch up with their peers. Of course, we strive to provide meaningful language and academic support to students at all levels. During integrated and stand-alone instruction we incorporate a wide variety of nonfiction texts (Language Power resources, National Geographic leveled books, Time for Kids magazines) to align and support content area instruction. Also as an intervention for our newcomers we offer a 16 session after school program in the winter to support their basic language acquisition needs (20 students at the entering level).

The IEP teacher and AIS teacher also push into classrooms and collaborate with classroom teachers to meet the needs of ELLs. At times they also pull students out to work in small groups. Depending on the content area, they provide specific assistance regarding new and reviewed content. They also use the Soar to Success Reading Program which provides systematic, scaffolded instruction that uses reciprocal teaching and graphic organizers to develop comprehension strategies. The classroom teachers use the Foundations Phonics Program, and Wilson Reading Programs, which are multi-sensory reading, writing, and spelling programs that use explicit systematic instruction for small groups. Additionally, the Great Leaps Program is also used to support students.

11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

ESL teachers provide classroom teachers with collaborative planning sheets on a weekly basis to ensure that we can apply ENL strategies to content instruction, making information more accessible for our students. Within content area instruction, such as math, ELA, science, and social studies, a heavy emphasis is put on vocabulary and comprehension drawn from authentic literature contexts. This way our ELLs receive rigorous instruction in content areas, enabling them to meet academic Common Core academic standards. Based on our recent data, students are moving up proficiency levels, and we now have more students at the advanced level and exiting ESL.

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

This year we plan to incorporate "Language Power" with our stand-alone groups that we pull out for entering and emerging students. The program has leveled literature across the various genres. It emphasizes vocabulary in context with visual supports as well as comprehension questions. Students have plenty of opportunities to practices and reinforce what they have learned. When we receive the ELA units from Teacher's College we will continue to adapt the units to meet the specific needs of our ELLs.

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

TBD

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

ELLs are integrated into all levels of the curriculum at P.S./I.S.192. Students receive ELA, math, science, and social studies instruction across the grades. We offer programs in art, music, music and movement, physical education, and Career Readiness for our students, including ELLs. All teachers are considerate about the special needs of ELL students and ensure that their instruction provides multiple pathways for ELLs to engage in instruction and learning activities. Many extracurricular activities are made available to all students, including ELLs, such as ballroom dancing, CHAMPS character and sports program, and various arts residencies. For example, last year during school performances ELLs took leading roles in drama, dance, and music performances. Notification letters sent home regarding these programs are written in both English and Spanish. Additionally a translation stamp accompanies each letter to direct parents to contact the school with further questions. We hope to also offer test prep to our ELLs as an after school program for all major state exams, including the NYSESLAT exam.

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.

Materials used for our ELL population include:

- Leveled and thematic classroom libraries, including big books
- Bilingual and Native language libraries in the ESL classroom (Spanish, Russian, Urdu, Arabic, Polish, Bengali)
- English and Bilingual/Native language dictionaries (Spanish, Russian, Arabic, Uzbek, Polish)
- Leapfrog Quantum pad - a multi-sensory program for language development , providing strategies to help students build vocabulary

vocabulary

- Rigby's "On Our Way to English" – ESL language, literacy, and content curriculum set for grades K-5
- "Into English" for grades K-2
- "Avenues" – for newcomers in an after-school program
- "NYSESLAT and Beyond" by Attanasio and Associates – focusing on the four modalities to assist in test preparation for grades K-8

grades K-8

- Language Power - vocabulary instruction differentiated across the grades
- Readers Theatre for fluency and comprehension used across the grades
- Imagine Learning – technology based language acquisition program for grades K-8 (native language used as a instructional

support)

- Instructional Books: Empire State–English Language Arts (2-6), Vocabulary Links (3 Levels), Journey into Reading (3 Levels), Phonics and Word Study (3 Levels)

- Assistive Technology: SmartBoard, iPads, laptops, netbooks

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

At this time, we do not have any bilingual or dual language classes in the building. However, students who are literate in their L1 are encouraged to respond in their native language until they acquire sufficient written English language skills. Since literacy skills in L1 facilitate the development of L2 literacy, we encourage our classroom teachers to allow the use of L1 in all necessary and appropriate contexts, for example referring to common cognates. When possible, newcomers are paired with students who speak their native language and have a command of English. Additionally, we have bilingual picture dictionaries/books of the languages spoken in our school available in various languages located in the ESL classrooms. Classroom teachers have free access to utilize these resources for their ELL population. Classroom teachers with multilingual knowledge are encouraged to refer to other languages when students need additional direction.

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

Classrooms have extensive libraries that are leveled for appropriate and appealing book choices for our ELLs across the grades. Additionally, newcomers who are still limited in their ability to read in English have access to books in other classrooms that are more appropriate according to their reading level. ESL classrooms also have leveled libraries provided by Rigby – On Our Way to English. The ESL teachers work within specific, continuous grade bands so as to improve their ability to collaborate with classroom teachers and better serve ESL students.

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

The ELL Coordinator and ELL teachers (Brooke Mackin, Alison Duff, Leslie Villatoro, and Angela Tavarez) consult with the Pupil Accounting Secretary (Anna Bova) for a list of students who register in the spring through June for the following school year who might be eligible for language services. Once the students have been identified as ELLs, they are eligible for After School Programs that specifically target newcomers' needs. As new students continue to register over the course of the year, we provide foundational language support in the areas of phonics and vocabulary. Bilingual Paraprofessionals also consistently support with translation and interpretation as needed (B. Akhmendkhodjayev, S. Zapasner, N. Holub, S. Sanchez, P Akter, P. Ip).

19. What language electives are offered to ELLs?

We offer Spanish as a foreign language to grades 7 and 8. ELLs have equal access to this language learning opportunity.

20. For schools with dual language programs:

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

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

ELL teachers receive continued ELL specific professional development. ELL Consultant Tina Stanisci will visit our school for extended sessions to provide support in the following areas for both teachers and Assistant Principals: differentiating for newcomers, student-centered instruction, collaboration, and ESL "Best Practices". She is scheduled to come in for a total of 25 hours across December, January, and February. Additionally, ELL teachers attend numerous workshops provided by the newly formed Borough Field Support Center Staff (formerly CFN 409) on ELL related topics (Sept. 18th, Oct. 22nd, Nov. 3rd, and approximately once a month following). Also, once a month ELL teachers attend in-house TC staff development sessions for teachers and Assistant Principals to support literacy instruction. Staff Developers include Majorie Martinelli (K-2), Alexandra Roman (3-5), Pablo Wolfe (6-8). ENL teachers also attend TC workshops at the Teacher's College in Columbia University that are specifically tailored to working with ELL's (Nov. 3 - rescheduled). At times across the year, ELL teachers also provide professional development for their colleagues on ELL specific topics. The first session was Nov. 3rd and future dates are still to be determined. During the professional learning sessions each week, ELL teachers collaborate with classroom teachers and administrators to improve teacher instruction and student learning. Finally, at the beginning of the year a formal training on registration and screening procedures was led by the ELL teachers for paraprofessionals and secretaries.

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?

As the Common Core Standards have been unrolled, staff members have attended several sessions regarding incorporating and utilizing the new standards to drive instruction. All additional meetings and professional development sessions that are attended by our ESL teachers will be turn-keyed to the rest of the ESL teaching team and then to the teachers with whom they work. The Department of Education provides a menu of workshops offered by the Office of English Language Learners (OELL). These workshops focus on effective instructional strategies integrating language learning across the curriculum as it is aligned with the Common Core Standards. Activities include breaking down the standards and brainstorming specific ELL scaffolds and observing models of highly effective teaching. We also encourage teachers working with ELLs to research and attend professional development sessions focusing on ELLs that are specific to their needs and concerns.

We will continue to offer in-house staff development on how to utilize ESL strategies to our general and special education teachers and paraprofessionals during professional learning sessions over the course of the year. We also encourage our guidance counselors, psychologists, speech therapists, occupational/physical therapists, parent coordinator, and secretaries to attend. Professional development sessions will entail demonstration lessons tailored to an ELL population, ESL methodologies in the content area and differentiated instruction. Lessons will consist of the unique needs of ELLs as they simultaneously acquire language and literacy skills in the four modalities: listening, speaking, reading, and writing.

Facilitators from Teachers College provide in-house professional development for elementary grade teachers and ESL staff members. They demonstrate various strategies within the units of reading and writing to meet the challenge of the Common Core Standards, with specific attention on our ELL students engaging in rigorous learning. Debriefing sessions are held before and after lessons that they model in lab-site classrooms. Some sessions are focused directly on how to support ESL students within literacy development. Teachers also have the opportunity to attend workshops held at Teachers College to strengthen their understanding and implementation of the units of study in reading and writing. Additionally, last year we had ELL consultants come into our classrooms for multiple sessions to support teachers with numerous ELLs in their rooms.

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

We collaborate with teachers to help them become aware of students' backgrounds as they transition from one grade to the next. We all work together to ensure that students are comfortable in the new setting, for example by providing at least one other student in their class who speaks the same native language. To support staff members, we provide ample literacy resources for their low-level ELLs and in addition we turn-key "best practices" gleaned from professional development sessions attended by the ESL teachers. We also communicate with the school counselor about concerning issues. When 8th graders go through the process of applying for high school, our guidance counselors meet with students one-on-one to help them determine their best options. These students are also encouraged to attend high school orientations. When necessary, particularly for newcomers, interpreters are made available to help them understand their options. The guidance counselor also leads a parent workshop providing parents with information regarding the transition to high school and the application process.

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 collaborate with the assistant principal who structures our professional learning time to ensure that teachers are receiving the mandated amount of ELL-related professional development. In the past we have had consultants come in to provide support for teachers who are new to teaching ELLs or who have a significant number of ELLs in the room. For the ESL teachers we often attend professional development provided by the Network to help us better meet the needs of our ELLs.

At the beginning of the year, teachers are provided with a memo informing them that it is their responsibility to keep track of all professional development that they receive, including information about the ELL-specific mandates (15% for general teachers and 50% for ELL teachers). When teachers attend external professional development sessions they complete a form afterwards informing the payroll secretary and administrators of the event that they attended and possible opportunities for turn-keying the information. School administrators keep a binder of all in house professional development sessions including agendas, sign-in sheets, and handouts. At the end of the year, teachers document the number of hours of professional development that are contributing toward the mandated 175 hours using the "175 Professional Development Tracking Form".

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?

Every Tuesday time is devoted for teachers to reach out to parents regarding students' progress and needs. ESL teachers meet with parents individually as well as collaborate with classroom teachers to engage parents. At beginning of the year, we plan to reach out to 3-5 families a week to discuss our program, language development, their NYSESLAT results, and how families can further support their students. At all meetings, translation is provided as needed through the use of our trained bilingual paraprofessionals.

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.

Paste response here:

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

2. When offering meetings for parents of ELLs (particularly the annual meeting in addition to Parent Teacher Conferences), invitation letters are distributed in both English and Spanish and are accompanied by a multilingual stamp providing more information to parents of other languages. At the meetings, parents sign in and are given an agenda and handouts for the sessions. Bilingual paraprofessionals are present to provide translation support for parents who don't speak English. Copies of all relevant paperwork are kept in a file in the ELL coordinator's office. Additionally, all ELL teachers have logs of phone calls that are made to parents through-out the week, particularly on Tuesday afternoons during the parent engagement sessions.

3. In order to encourage parental involvement, we invite parents to attend formal and informal events. The ESL team offers workshops to help parents know how to better support their children academically. We plan to lead parent sessions during the fall, winter and spring separated according to the lower grades (K-4) and upper grades (5-8). We intend to offer the following workshops.

- Fall - Learning New Vocabulary through Literature
- Winter - Writing Based on Nonfiction Resources
- Spring - NYSESLAT Overview and Preparation

Our school sends all official school correspondence in both English and Spanish, and other languages as needed. The translation stamp written in multiple languages is also printed on each letter home directing parents of other languages to reach out for more information if needed. We provide translation services during Parent-Teacher conferences by utilizing our Parent Coordinator and bilingual staff members. Throughout the school year, they host family night events such as arts and crafts, pajama night, and chorus and band assemblies to encourage fellowship and collaboration between our parents and school staff.

Our parents are involved and consulted at multiple levels, primarily through the PTA and its functions, publishing parties, open school week, general assemblies and concerts, multicultural food festivals, book fairs, fund raising activities, and Urban Advantage trip and through the School Leadership Team. Once a month the Parent Coordinator and the PTA plan "Family Fun Nights" to engage the families of our school. Activities include movie nights, pumpkin decorating, seasonal crafts, and science nights. The parent coordinator (Yolanda Fiorello) plans these events, reaches out to parents regarding school events, and fields parent concerns. She also manages the school website, monthly newsletter, and School Messenger to keep families involved. She also assists with new student registration at the beginning of the year.

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

Based on our understanding of parent needs, our school has provided various venues of support for our students' parents such as UFT Educational Workshops, and Fire Department info-sessions (for safety workshops), Brooklyn Public Library, and the Housing Department (discussing tenants' rights), Office of Emergency Management, Botanical Gardens, Barnes and Noble, Urban Advantage (Middle School). During these sessions translators are provided to assist parents whenever possible utilizing our bilingual staff members.

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

We evaluate parents needs based on communication with the parent coordinator, conversations with our students, and through meeting with the parents at school meetings or programs. Parent teacher conferences also provide us with time to consult with the parents about student needs and their needs in general. Prior to these parent teacher conferences, a letter is sent home allowing the parents to indicate whether or not they will need a translator and in what language. We find that many of our parents are not proficient in English, so translation is necessary when communicating. The school takes the responsibility to find the necessary translators through the Translation and Interpretation Unit to make this communication possible.

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

Because many of our parents are not fluent in English, many workshops and events are held that help parents develop their English proficiency. Many of the school events are literacy based, and even in a small way, this helps parents in their language development. Additionally, parents are provided with tools and strategies to support and challenge their children even when/if they do not speak the same language as the course work. The parent coordinator (Yolanda Fiorello) assists with this work, provides translation, and also leads monthly "Book of the Month" readings that help families become more involved in school activities. She also is available to advocate for families any time they have concerns about their children's needs and progress and the general running of the school.

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.

School Name: 192

School DBN: 20K192

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)
Liset Isaac	Principal		1/1/01
Leslie Pagliaro	Assistant Principal		1/1/01
Yolanda Fiorello	Parent Coordinator		1/1/01
Brooke Mackin	ENL/Bilingual Teacher		1/1/01
Leslie Villatoro	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
Karina Constantino	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **20K192** School Name: **PS/IS 192**
Superintendent: **K.Costantino**

Before you begin, please check the following:

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

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

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

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

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

At P.S./I.S. 192 our school's written translation and oral interpretation needs are addressed by our Parent Coordinator, ESL staff, bilingual staff, and classroom teachers. To ensure that all parents are provided with appropriate and timely information in a comprehensible language, we evaluate the languages spoken by all of our students' families by referring to biographical ATS reports (RPOB and RHLA). These reports provide a break down by grade of the number of students who speak each language represented in our student body. Language listings in ATS are based on the Home Language Identification Survey that are completed at the time of student enrollment. The Home Language Survey, along with an informal interview with the assistance of interpreters as needed, help us determine the language(s) spoken at home. It also includes a question asking in which language parents prefer written and oral communication to take place. When parents complete the "blue cards" at the start of each year updating their child's biographical information, language preferences are also noted. Additionally, we provide an opportunity for our parents to request an interpreter prior to scheduled parent-teacher conferences and other individualized meetings.

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.

Parents at our school with to communicate in English, Spanish, Russian, Uzbek, Tajik, Arabic, Bengali, Urdu, Chinese, Mandarin, Ukrainian, and/or Polish.

Part B: Creating a Communications Calendar

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

All written communication that is sent home is provided in both English and Spanish and is accompanied by a stamp with a message written in eight languages directing parents to reach out to the school for oral interpretation as needed. The documents that are sent home in this fashion include but are not limited to welcome letters, classroom newsletters, school event calendars, parent-teacher conference announcements, after-school program information, NY State testing dates, Family-Fun-Night invitations, invitations for school performances and special assemblies, the annual school survey, IEP meeting letters, middle and high school admission forms, lunch room policies, and all school wide notices and special events. Many of these notices are distributed at the beginning of the school year or at the time of the event.

Also, all registration forms and ELL related entitlement/non-entitlement letters and forms are provided in the ten available translated editions.

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.

Throughout the year there are many opportunities for parents to come into the school and interact with the staff. Events include but are not limited to school open house (September), parent-teacher conferences (November, March, and May), Family-Fun-Nights (almost monthly), classroom publishing parties, IEP meetings, student behavior meetings, school performances and special assemblies, school leadership team meetings, parent teacher association meetings, etc. Additionally, every Tuesday time is designated for teachers to reach out to parents regarding their child's progress.

Additionally, our attendance teacher reaches out to families when students are absent for three or more days. The guidance counselor makes calls to parents on a need to need basis.

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.

All written communication that is sent home is provided in both English and Spanish and is accompanied by a stamp with a message written in eight languages directing parents to reach out to the school for oral translation as needed. In most cases our parent coordinator is in charge of translating written communication into Spanish, though other staff members are available to help in this regard. In special cases, our bilingual paraprofessionals also provide translation services, particularly for Chinese and Russian/Uzbek parents. When available we also utilize all translated documents provided by the city or state.) Frequently translation in up to ten languages are available. As needed we will also reach out to the Translation & Interpretation Unit for assistance.

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.

Our bilingual staff members serve as oral interpreters for all face-to-face and over-the-phone interactions. Additionally, over-the-phone interpretation services are available to all DOE personnel who come into contact with limited English proficient parents, particularly for low-incidence languages. Below is a list of our bilingual staff members who are available during various parent meetings.

- Spanish: L. Villatoro, Y. Fiorello, I. Morales, M. Ante, E. Valentine, D. Calabrese, S. Sanchez, J. Ugarte, N. Holub, V. Vivanco, S. Ocampo, A. Viguera, D. Mejia-Linares, L. Isaac, L. Pagliaro, Y. Fioriello, A. Tavarez, M. Ramirez, S. Suarez, D. Perez
- Russian: S. Zapasner, Y. Tkachenko, Barno
- Urdu: P. Mahmood, P. Akter, S. Ahmed
- Bengali: S. Ahmed, J. Islam
- Chinese: P. Ip
- Arabic: S. Echaybi

For important meetings (Ex. parent-teacher conferences), a form is distributed to teachers for them to request translation as needed and arrangement are made.

Part D: Training Staff on Policies and Procedures

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

The T&I Brochure, the Language ID Guide, and the Language Palm Card are distributed in the appropriate accessible locations (the main office, the parent coordinator's room, and the school lobby). At the beginning of the year, teachers are notified by email that these translation tools are available. Additionally, a memo is sent out informing teachers that Spanish translations can be completed in-house through our Parent Coordinator (our designated formal translator for written notices), and for other languages, teachers are directed to reach out to the Translation and Interpretation Unit.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

As per Section VII of Chancellor's Regulations of A-663, PS/IS 192 provides translation and interpretation services to all parents who require language assistance in order to communicate effectively with the school. For all programs, services, and information critical to students' education we will continue to use the written translation services of covered languages provided by the Department of Education, the Parent Coordinator, and other in-house school staff to provide timely translation. All official written correspondence is provided in both English and Spanish and accompanied by a multilingual stamp directing parents to request additional translation if needed. For example, all entitlement letters for ELLs' parents are sent out in their respective native languages. Official Department of Education documents such as the The Guide for Parents of English Language Learners utilized during orientation and the Student Behavior Contract are also provided in parents' native languages. At any point, interpretation services at group and one-on-one meetings are provided upon request when such services are necessary for parents to communicate with teachers, guidance counselors, school nurse and/or other school staff regarding critical information about their child's education.

Part F: Monitoring and Quality Control

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

Annually parents take a school survey with questions regarding how the school is run, the quality of communication, availability of staff members, etc. The results of this survey are reviewed and changes are made as necessary. Also, informally, the parent coordinator and staff members receive parent feedback on how to communicate better. The Parent Teacher Association also gathers and synthesizes parent concerns about the school to present to the School Leadership Team and school administrators.