

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

**DBN: (i.e. 01M001):**                   **22K195**

**School Name:**                       **P.S. 195 MANHATTAN BEACH**

**Principal:**                           **BERNADETTE TOOMEY**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: \_\_\_\_\_ School Number (DBN): \_\_\_\_\_

Grades Served: \_\_\_\_\_

School Address: \_\_\_\_\_

Phone Number: \_\_\_\_\_ Fax: \_\_\_\_\_

School Contact Person: \_\_\_\_\_ Email Address: \_\_\_\_\_

Principal: \_\_\_\_\_

UFT Chapter Leader: \_\_\_\_\_

Parents' Association President: \_\_\_\_\_

SLT Chairperson: \_\_\_\_\_

Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): \_\_\_\_\_

Student Representative(s): \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**District Information**

District: \_\_\_\_\_ Superintendent: \_\_\_\_\_

Superintendent's Office Address: \_\_\_\_\_

Superintendent's Email Address: \_\_\_\_\_

Phone Number: \_\_\_\_\_ Fax: \_\_\_\_\_

**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)
	*Principal or Designee	
	*UFT Chapter Leader or Designee	
	*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	
	Member/	

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

## The Quality Review and the Framework for Great Schools

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

### NYCDOE's Quality Review (QR)

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

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

### Title I Requirements and Strengthening Title I Parent Involvement

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

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

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

#### Section 4: CEP Overview

Develop a narrative summary that includes:

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

P.S. 195 is an elementary school located in the Manhattan Beach section of Brooklyn serving 481 students in grades pre-K through 5. The school population is comprised of 91% White, 3% Black, 3% Asian, and 3% Hispanic students. The Manhattan Beach school strives to achieve the following mission: In partnership with our school and the home, all students will learn to become better thinkers. Our goal is to help them to be responsible, productive, caring members of our culturally diverse community as they acquire a lifelong love for learning. The interdisciplinary curriculum built around the New York State Social Studies Standards, allows the school to achieve this mission by creating opportunities for students to enrich their knowledge and apply this knowledge as they make real-life connections. The school actively works to contribute to the development of the whole child through student government, student marshals, and the Ambassadorship program. These programs support students as they develop the social skills, leadership skills, and empathy needed to make significant contributions to the school community.

English Language Learners comprise approximately 10% of our school population, with the largest number of ELLs in kindergarten and first grade. These students require additional support as they develop not only the social language skills needed to engage in our school community, but also the academic vocabulary needed to master their grade-level content. Students with Special Needs comprise approximately 9% of our school population. The majority of these students receive additional support in achieving the ELA and math standards through a combination of push-in and pull-out SETSS.

Over the past year, our school made progress in several elements of the Framework for Great Schools.

## 22K195 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	459	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	1.0%	% Attendance Rate		93.3%
% Free Lunch	24.8%	% Reduced Lunch		6.1%
% Limited English Proficient	9.6%	% Students with Disabilities		9.4%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		3.5%
% Hispanic or Latino	2.6%	% Asian or Native Hawaiian/Pacific Islander		3.3%
% White	89.8%	% Multi-Racial		0.4%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	2.16	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		N/A
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		7.18
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	57.9%	Mathematics Performance at levels 3 & 4		71.4%
Science Performance at levels 3 & 4 (4th Grade)	100.0%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward	X	Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
<b>Accountability Status – Elementary and Middle Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	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	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
<b>Accountability Status – High Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

### Part 1 – Needs Assessment

<ul style="list-style-type: none"> <li>• Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–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.</li> <li>• Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>
<ul style="list-style-type: none"> <li>• P.S. 195 is the highest performing elementary school in ELA in District 22. However, our School Quality Snapshot reveals that although our performance is high, we need to improve in Student Progress.</li> <li>• A review of Advance data reveals</li> <li>• Priority needs -</li> </ul>

### Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2016, all teachers will implement instructional strategies that promote high-level student thinking and discussion of their thinking, which will result in a 20% increase in teachers achieving highly effective on Danielson component 3c – Engaging Students in Learning.</p>

### Part 3 – Action Plan

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
<ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>			
<p>Thinking routines from “Making Thinking Visible” will be part of our professional learning sessions. Teachers will</p>	<p>All students</p>	<p>September 2015 – June 2016</p>	<p>Classroom teachers, cluster teachers, administrators</p>

learn and implement strategies to promote student thinking and structured classroom discussions.			
Teachers will continue to implement the Question Formulation Technique to encourage student-generated questions and teach students to evaluate the complexity of their questions.	All students	September 2015 – June 2016	Classroom teachers, administrators
The Superintendent clustered schools according to strengths and needs. P.S. 195 will visit P.S. 206 to observe the Socratic Method and implement on the fourth and fifth grade levels.	Grades 4 & 5	October 2015 – June 2016	4 <sup>th</sup> & 5 <sup>th</sup> Grade Teachers, administration

**Part 4 – Budget and Resource Alignment**

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

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By January 2016, data from Advance and student work products will demonstrate that 50% of teachers are successfully implementing thinking routines, Question Formulation Technique, and/or Socratic Method, resulting in improved higher-order thinking and discussion.
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

**Section 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.

**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.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

**Part 4 – Budget and Resource Alignment**

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

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

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

**Part 5 – Progress Monitoring**

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

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

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

**Section 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.

**Part 2 – Annual Goal**

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

By June 2016, 100% of teachers will work together to improve their instructional techniques and student outcomes through participation in structured cycles of professional learning.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Week 1 of the professional learning cycle, teachers participate in a professional learning session based on a topic identified through analysis of Advance data, teacher self-reflection, and professional development surveys.</p>	<p>All students</p>	<p>September 2015 – June 2016</p>	<p>Teachers, administrators</p>
<p>Week 2 of the professional learning cycle, teachers will work in grade level teams to plan for implementation of the instructional strategies learned during professional learning.</p>	<p>All students</p>	<p>September 2015 – June 2016</p>	<p>Teachers, administrators</p>

Week 3 of the professional learning cycle, teachers will analyze student work samples to determine the impact of the newly implemented practice.	All students	September 2015 – June 2016	Teachers, administrators

**Part 4 – Budget and Resource Alignment**

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

**Part 5 – Progress Monitoring**

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

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

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

**Part 1 – Needs Assessment**

<ul style="list-style-type: none"> <li>• Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.</li> <li>• Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>

**Part 2 – Annual Goal**

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

**Part 3 – Action Plan**

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

**Part 4 – Budget and Resource Alignment**

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

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

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

**Part 5 – Progress Monitoring**

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

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

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

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

**Part 1 – Needs Assessment**

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

**Part 2 – Annual Goal**

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

**Part 3 – Action Plan**

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

**Part 4 – Budget and Resource Alignment**

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

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

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

**Part 5 – Progress Monitoring**

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

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

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

***(Required for All Schools)***

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>				
<b>Mathematics</b>				
<b>Science</b>				
<b>Social Studies</b>				
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>				

## Section 7: Title I Program Information

### Directions:

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

### Part 1: Title I Status

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

### Part 2: All Title I Schools

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

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

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

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

### Part 3: TA Schools Only

#### **3a. Use of Program Resources**

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

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

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

**Part 4: SWP Schools Only**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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**Parent Involvement Policy (PIP) Template**

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

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

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

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

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

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;

- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

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

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

## **III. Student Responsibilities:**

- attend school regularly and arrive on time;

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>The Manhattan Beach School</u>	DBN: <u>22K195</u>
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>35</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>5</u>
# of certified ESL/Bilingual teachers: <u>1</u>
# of content area teachers: <u>4</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: \_

Children will attend this optional after school program for 12 weeks, for 1 1/2 hours per session, twice weekly (Wednesdays and Thursdays), for a total of 24 sessions. The start date is November 19, 2014 and the program will run until February, 2015. The principal will supervise the program, paid per session from Title III funds for the portion of the program occurring after the end of her official work day (3:15 p.m. - 4:15 p.m.) for a total of \$1,215. The remaining cost for supervisor per session will be paid from other school funds. There are no other afterschool programs at the school. The ESL teacher and 4 classroom teachers will be paid per session from Title III funds, totaling \$9,271. There are 16 kindergarten ELLs participating in this after school optional program. There are 8 first graders and five second graders. One group has 8 kindergarteners and two first graders. Another group has 7 kindergarteners and three first graders. The third group has three first graders and six second graders. The last group has one third grader and five fourth graders. The groups were created based on students' reading level, language proficiency level and areas of need of improvement. The language of instruction is English although there is native language support available to the students. There is one certified ESL teacher co-teaching with four ELA content teachers (certified Early Childhood and Common Branch) in order to help students acquire English academic language through content using ESL best practices. The ESL teacher provides instruction to students in each group as follows: Group 1 (kindergarten and first grade) on Wednesdays for 45 minutes, Group 2 (kindergarten and first grade) on Wednesdays for 45 minutes, Group 3 (first and second grade) on Thursdays for 45 minutes; and Group 4 (second and third grade) on Thursdays for 45 minutes.

The ESL teacher is responsible for coordinating the program, co-teaching with ELA content teachers in order to implement ESL best practices, and providing ELA content teachers with professional development that will support them in utilizing instructional strategies that help ELLs to build academic vocabulary. The ESL teacher will order and distribute materials, write and send letters home and maintain all record-keeping for the Title III Program. In order for the Program to begin in November, coordinating will begin in October and will be on going, as needed, until the program is over.

Three groups in the Title III Program for English Language Learners will address the needs of students in kindergarten through second grade who are at the beginner, intermediate and advanced levels of English language proficiency as per their NYSITELL and/or NYSESLAT scores. For these students, the Title III Program focuses on increasing their oral language skills and literacy skills, with a focus on foundational skills (phonics, grammar) and building academic language through direct instruction in ELA utilizing paired fiction and nonfiction passages. Differentiated instruction will be practiced to meet the needs of individual students using ESL methodology. This early intervention will help to minimize the number of At-Risk and Special Education ELLs in the future. The LeapFrog SchoolHouse Program, Language First! which was purchased for the program many years ago, will be used to help newcomer students. The program uses the interactive LeapPad personal learning tool and 36 theme based books to develop oral language and essential vocabulary skills for students at all levels of English language proficiency. Ready, Set, Leap! , another LeapFrog Schoolhouse Program which was purchased last year will be used with the children in kindergarten. This is a research based multi-sensory program and it includes both a theme-based and literature-based teaching approach. Options Publishing series Best Practices in Reading! will be purchased and used with both kindergarten and first grade. This research based series teaches comprehension and vocabulary skills and is organized thematically. It complements the LeapFrog Schoolhouse Program and pairs fiction with non-fiction. NYSESLAT test prep materials will also be purchased to help students become more familiar with the NYSESLAT. Classroom

## Part B: Direct Instruction Supplemental Program Information

teachers will use the materials described above, in combination with guided reading, to improve listening, speaking, reading and writing. The classroom teachers working with students in kindergarten, first, and second grade hold Early Childhood licenses.

One group in the Title III Program for English Language Learners is dedicated to creating an after school program to address the needs of beginner, intermediate and advanced level ELLs in grades 3-5. This is an intensive reading program for ELLs. Their NYSESLAT scores indicate that most of them are at the beginner level of English language proficiency in listening, speaking and writing but show greatest weakness in reading. In order to address this weakness and prepare them best for the NYS ELA exam, supplemental instruction for these students will be provided by a licensed teacher. Instruction will be individualized and differentiated according to their specific educational needs. Ladders to Success, a leveled instruction and practice book will be used. This book will focus on the reading skills that are part of the curriculum. The Vocabulary Connections, purchased with Title III funds last year, is one of the instructional materials that will be used with these students. This program is designed to be used with students whose reading levels are below their grade levels. It also increases a child's reading fluency and vocabulary and areas in need amongst this target group. The materials mentioned are available from past year purchases (about 10-20 workbooks). Materials are ordered each year for the following year based on which materials are used during the after school program. Options Publishing series Best Practices in Reading will be used. This researched based series provides ELLs with key reading comprehension strategies – activating prior knowledge, drawing conclusions, visualizing, making predictions and inferences. This is done by pairing fiction with non-fiction texts.

To further ensure that the needs of these ELLs are being met the role of technology as a resource for instruction will be implemented. Students can engage in individualized instruction to meet their specific needs. Newcomers utilize a computer-based program that provides them with instruction in letter-sound correspondence. Beginner, intermediate, and advanced students who are not proficient in reading and writing utilize a computer-based reading program that is self-paced. It allows students to build upon their knowledge of letter-sound correspondence to begin to read words, sentences, and eventually stories. During whole class instruction, SMARTboards are utilized to provide students with visual references to support their comprehension, complete grammar-related activities, and expand academic and social vocabularies.

Materials will be purchased with the allocated 20% proportion of the Title III funds. These include the student books described above (NYSESLAT test preparation for \$655 and Let's Learn to Read for \$55).

## 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: \_

The Title III Professional Development Series will be attended by those teachers who will teach in the Title III After School Program. It will be on-going for approximately 3 sessions lasting 1 hour per session in duration. These sessions will take place after school or before school. The first session will be held in October with one more in December and the last one in February. These professional development sessions will complement the balanced literacy training the teachers receive by Mondo Publishers. It will provide the Title III teachers with the reading strategies necessary to advance the reading levels of all ELLs.

The licensed ESL teacher will conduct 2 Professional Development Workshops for the Title III staff. The start date will be November 12, 2014 with the final session in February. These workshops will run after

### Part C: Professional Development

school or before school, for 1 hour in duration. The workshops will address the following topics: Assessing ELLs, and ESL Methodology. These workshops will familiarize the teachers with the high academic standards that ELLs are held to and it will provide the teachers with strategies that are necessary to teach ELLs. The knowledge that the teachers will gain from these workshops will provide a high quality program addressing the needs of all ELLs

- The ESL teacher will attend professional development (PD) opportunities and share the information with the rest of the teachers in the school. General education teachers also have the opportunity to attend PDs offered by the Department of English Language Learners and Student Support which are offered through the PW and the department newsletter which is sent out weekly. Teachers who attend PDs will turnkey the information pertaining to ELL instruction to their colleagues throughout the year.

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### 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: \_

Parental participation is valued and on-going. Research has shown that when parents are active participants in their children's academic lives, the achievement of English Language Learners improves. Parents are invited to attend monthly Parent Association Meetings. The Parent Coordinator along with the President of the Parent Association organize these meetings. Notices are sent home in the parents' native languages as per the Language Translation and Interpretation funding. At the beginning of the school year, parents are invited to meet with their children's teachers to discuss the rigorous curriculum, address the Common Core Learning Standards (CCLS) as well as the school's expectations for high achievement for all. The ESL teacher also conducts on-going meetings for parents of ELLs during the course of the school year. Translators are available in the school building during the course of the school day when needed.

There are flyers posted, in both English and Russian, in the main lobby of the school regarding "Free Adult Education Classes". These classes are offered by the NYC DOE Office of Adult and Continuing Education.

In the past an Adult ESL class and a Citizenship class ran concurrently with the Title III Program for children. Unfortunately the enrollment was so low that the school no longer was in need of classes. Parents informed us that because of their late work schedules they are unable to attend these classes.

Parents will receive notices in their native language and every effort will be made to have translators available at all meetings. With the new schedule, parents and teachers have the opportunity to meet on Tuesdays after school, email or speak over the phone to discuss student progress.

Parents come into their child's classroom a few times a year to share student work and progress.

**Part E: Budget**

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>Per session</li> <li>Per diem</li> </ul>	<u>\$10,486</u>	<u>5 teachers X 1.5 hrs. X 24 sessions X \$51.51 = \$9,271</u> <u>1 supervisor X 1 hr X 23 sessions X \$52.84 = \$1,215</u>
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	-	_____
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	<u>\$653</u> <u>\$55</u>	*Empire State NYSESLAT ESL/ELL Continental Grades K-4 student editions (one for each ELL, 35 in total) and one teacher edition per grade band. *Learning Options for Achievement: Let's Learn to Read! Level: P (5 copies) \$10.95 X 5 = \$54.75
Educational Software (Object Code 199)	—	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	<b><u>\$11,194</u></b>	_____

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

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

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

## Part I: School ELL Profile

### A. School Information

District <b>22</b>	Borough <b>Brooklyn</b>	School Number <b>195</b>
School Name <b>The Manhattan Beach Elementary School</b>		

### B. Language Allocation Policy Team Composition

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

Principal <b>Bernadette Toomey</b>	Assistant Principal <b>Mary O'Neill</b>
Coach <b>N/A</b>	Coach
ENL (English as a New Language)/Bilingual Teacher <b>Gina Massaro</b>	School Counselor
Teacher/Subject Area <b>Keri Minsky/Kindergarten</b>	Parent <b>Mrs. Genkin</b>
Teacher/Subject Area <b>Svetlana Bratslavskaya/Speech</b>	Parent Coordinator ( <b>Open</b> )
Related-Service Provider <b>Marina Zagerson/ Special Edu.</b>	Borough Field Support Center Staff Member <b>Aaron Perez</b>
Superintendent <b>Julia Bove</b>	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	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	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	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	1	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	0	Number of special education teachers with bilingual extensions	1

### D. Student Demographics

Total number of students in school (excluding pre-K)	456	Total number of ELLs	49	ELLs as share of total student population (%)	0.00%
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# Part II: ELL Demographics

## A. ELL Programs

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

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

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

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

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	49	<b>Newcomers</b> (ELLs receiving service 0-3 years)	47	<b>ELL Students with Disabilities</b>	2
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	2	<b>Long-Term</b> (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	47			2						0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

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

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

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

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

\* EP=English proficient student

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

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

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

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

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian	24	11	6	3	2	2								0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other				1										0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)	9	2	0	1	0	1								0
<b>Emerging</b> (Low Intermediate)	1	0	0	1	0	0								0
<b>Transitioning</b> (High Intermediate)	6	0	0	0	0	0								0
<b>Expanding</b> (Advanced)	8	9	6	2	2	1								0
<b>Commanding</b> (Proficient)	0	18	23	9	2	2								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT 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	1	2								0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	18	23	9	2	2								0

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

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

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

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

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

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
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.  
 The NYSESLAT is an important tool used to assess the literacy skills of our ELLs. MOSL (Measures of Student Learning) and Fountas and Pinnell are also used to assess the early, as well as, advanced literacy skills of our ELLs. Teacher made exams align with curriculum and predictive exams are aligned with and mirror the state ELA exam. SuperKids phonics program is also used to assess literacy skills of our Kindergarten ELLs. Data reports and assessment reports, provided by Fountas and Pinnell, are generated by class four times a year. Item skill analysis reports for class and individual students are also available. ELA results are analyzed in grades 3-5 to help guide instruction that identifies CCLS skills that are in need of further support. Student success is evaluated by analyzing running records, observing student achievement and student progress. TCRWP and running record results will guide teachers to group for instruction.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 During the month of May, each ELL is administered the NYSESLAT to determine their English language proficiency. Based on the students' performance on the 2015 NYSESLAT, the proficiency level of the total number of students is as follows: 2 are Entering, 1 is Emerging, 1 is Transitioning, and 20 are Expanding. On the 2015 NYSESLAT, 30 ELLs reached the Commanding level of English language proficiency. More specifically, the 2015 NYSESLAT reveals the following:
  - In Kindergarten, there is one Entering student who also receives Special Education services and who is repeating the grade
  - In 1st Grade, there is one Entering student who also receives Special Education services, 0 Emerging, 0 Transitioning, 9 Expanding and 18 Commanding
  - In 2nd Grade, there are 6 Expanding, 23 Commanding, 0 Entering, 0 Emerging, and 0 Transitioning
  - In 3rd Grade, there are 2 Expanding and 9 Commanding. No student scored at the Entering, Emerging or Transitioning level on the NYSESLAT
  - In 4th Grade, there are 2 Expanding and 2 Commanding
  - In 5th Grade, there is 1 Expanding and 2 Commanding

Data patterns across proficiency levels on the NYSITELL are as follows:

-In Kindergarten, there are 8 Entering and 1 Emerging. 6 out of 8 students who scored Entering received a 0 in the speaking modality and a low to medial score in the Listening modality. The other 3 students received a 3, 6 and 7 out of a score of 18 on the Speaking modality showing a pattern that all of the students need more support in speaking. Their listening scores were also low, but were a little stronger than their speaking skills.

-There are 6 Transitioning who also show a pattern in having a low speaking score, as well as scoring medial to low in the listening section

-There are 8 Expanding, who also show a pattern in having a lower speaking score, as well as scoring a medial to high score in the listening section

-In 1st Grade, there is 1 Entering, he was unable to answer any questions

-In 2nd Grade, there is 1 Entering student, she was unable to answer questions in the writing and speaking section and received a score of 7 in the Listening section and a 3 in the Reading section.

-In 3rd Grade, there is 1 Entering student; she received a 6-Listening, 8-Reading, 4-Writing and 0-Speaking

After reviewing and analyzing the assessment data, instruction will be tailored to meet the individual needs of each student. There are several assessment tools used at the school to assess the early literacy skills of the students. The NYSITELL for newcomers and the NYSESLAT scores are first exams to see the English language proficiency level of the child.

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

Patterns across NYSESLAT modalities will affect instructional decisions by focusing on students' weaknesses as well as strengthening their areas that they scored proficient in. The assessment analysis data is taken from the Spring 2015 NYSESLAT grades and will be used to guide ELL instruction. The ENL teacher, classroom teachers and school leadership including Principal Bernadette Toomey and Assistant Principals Mary O'Neill work together in reviewing data provided by the NYSESLAT, NYSITELL and MOSL. Our data reveals that Listening and speaking are the weakest modalities in Kindergarten followed by reading and writing. Data show that writing is a modality that all 1st-5th graders need extra support in. Based on these results, instruction will continue to be focused on improving our students' proficiency in these areas. Our LAP Team carefully analyzes and utilizes information about Annual Measurable Achievement Objectives to drive instruction. Strategies, including brainstorming, making predictions, literature response groups, journals and writing workshops will be employed to improve student performances. School leadership collaborate with teachers to provide the framework for the instruction necessary to ensure adequate progress of our ELLs. Planning and various methods of assessment are based upon data from these assessments and the AMAO. Lessons will be created and aligned to the CCLS and after discussing the curriculum with the classroom teachers.

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) The patterns across proficiencies and grades are explained as follows:

At the end of each school year, each ELL is administered the NYSESLAT to determine their English language proficiency. Based on the students' performance on the 2015 NYSESLAT, the proficiency level of the total number of students is as follows: 2 are Entering, 1 is Emerging, 1 is Transitioning, and 20 are Expanding. On the 2015 NYSESLAT, 30 ELLs reached the Commanding level of English language proficiency. More specifically, the 2015 NYSESLAT reveals the following:

-In Kindergarten, there is one Entering student who also receives Special Education services and who is repeating the grade

-In 1st Grade, there is one Entering student who also receives Special Education services, 0 Emerging, 0 Transitioning, 9 Expanding and 18 Commanding

-In 2nd Grade, there are 6 Expanding, 23 Commanding, 0 Entering, 0 Emerging, and 0 Transitioning

-In 3rd Grade, there are 2 Expanding and 9 Commanding. No student scored at the Entering, Emerging or Transitioning level on the NYSESLAT

-In 4th Grade, there are 2 Expanding and 2 Commanding

-In 5th Grade, there is 1 Expanding and 2 Commanding

Data patterns across proficiency levels on the NYSITELL are as follows:

-In Kindergarten, there are 8 Entering and 1 Emerging. 6 out of 8 students who scored Entering received a 0 in the speaking modality and a low to medial score in the Listening modality. The other 3 students received a 3, 6 and 7 out of a score of 18 on the Speaking modality showing a pattern that all of the students need more support in speaking. Their listening scores were also low, but were a little stronger than their speaking skills.

-There are 6 Transitioning who also show a pattern in having a low speaking score, as well as scoring medial to low in the listening section

- There are 8 Expanding, who also show a pattern in having a lower speaking score, as well as scoring a medial to high score in the listening section
- In 1st Grade, there is 1 Entering, he was unable to answer any questions
- In 2nd Grade, there is 1 Entering student, she was unable to answer questions in the writing and speaking section and received a score of 7 in the Listening section and a 3 in the Reading section.
- In 3rd Grade, there is 1 Entering student; she received a 6-Listening, 8-Reading, 4-Writing and 0-Speaking

After reviewing and analyzing the assessment data, instruction will be tailored to meet the individual needs of each student. There are several assessment tools used at the school to assess the early literacy skills of the students. The NYSITELL for newcomers and the NYSESLAT scores are first exams to see the English language proficiency level of the child.

(b) We did not take the optional Periodic Assessments.

(c) This year the Periodic Assessments were not administered, although native language is used in glossaries and English to Russian dictionaries.

First year ELLs are exempt from the ELA exam, although they will in fact participate in all other state exams. Translated copies and bilingual dictionaries will be made available to our ELLs. They will also receive time and a half while taking these examinations. Test results have indicated that those receiving translated versions of state exams do not perform quite as well as those who take tests in English. This may be a result of the language barrier still existent in our newcomers and the fact that instruction is entirely in English. As their English language proficiency improves, so does their scores. Native language reading tests are not given to our ELLs.

Patterns across NYSESLAT modalities will affect instructional decisions by focusing on students' weaknesses as well as strengthening their areas that they scored proficient in. The assessment analysis data is taken from the Spring 2015 NYSESLAT grades and will be used to guide ELL instruction. The ENL teacher, classroom teachers and school leadership including Principal Bernadette Toomey and Assistant Principals Mary O'Neill work together in reviewing data provided by the NYSESLAT, NYSITELL and MOSL. Our data reveals that Listening and speaking are the weakest modalities in Kindergarten followed by reading and writing. Data show that writing is a modality that all 1st-5th graders need extra support in. Based on these results, instruction will continue to be focused on improving our students' proficiency in these areas. Our LAP Team carefully analyzes and utilizes information about Annual Measurable Achievement Objectives to drive instruction. Strategies, including brainstorming, making predictions, literature response groups, journals and writing workshops will be employed to improve student performances. School leadership collaborate with teachers to provide the framework for the instruction necessary to ensure adequate progress of our ELLs. Planning and various methods of assessment are based upon data from these assessments and the AMAO. Lessons will be created and aligned to the CCLS and after discussing the curriculum with the classroom teachers.

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

Our school uses data to guide instruction for ELLs with the RTI framework. We have universal screening using the Fountas and Pinnell Assessments to ensure students are on grade level and to identify areas that need improvement to get to grade level. In Tier I, instruction is differentiated for students based on their language proficiency (data from the NYSITELL and NYSESLAT) and ability. The ENL teacher collaborates with the classroom teachers regarding ELL academic and overall success. There is strong core instruction that is delivered to ELLs and the entire class, taught by the classroom teacher and the ENL teacher. Language and literacy through reading, writing, listening and speaking is taught across the curriculum. The ENL teacher and classroom teacher use students' background knowledge to make lessons meaningful. Teachers teach complex thinking while providing students with instructional supports to achieve success. Teachers teach through conversation, building students' abilities to form, express, and exchange ideas through dialogue, questioning and sharing ideas and knowledge. Teachers carefully listen, make inferences about intended meaning and adjusts responses to assist students' efforts. There is intensive, tailored instruction for ELLs when the ENL teacher is teaching intergrated and stand alone ENL. Native language support is provided whenever it is available, for example, the kindergarten class that has the most number of ELLs and beginner ELLs, the classroom teacher and the paraprofessional both speak Russian, which is the native language that is spoken for the majority of ELLs. Students work in pairs and are able to communicate in their native language. Translation is used whenever possible (with another student or teacher who speaks the native language and by using Smart Board technology). We have on going progress monitoring to ensure students are making progress.

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

We make sure that a child's second language development is considered in instructional decisions by tailoring their individual or group activities that match their capabilities and also challenge them to grow in their language development. Activities are differentiated for students based on their individual second language development as well as the texts that are given to them. We evaluate the success of the programs for ELLs by monitoring improvement in their reading, writing, listening and speaking skills. Assessments from Fountas and Pinnell are given out periodically and running records are taken to keep track of their strengths and weaknesses in reading and writing. Student work is consistently examined. Students' performance in the classroom reflects the effect of the after school program for the children that attend.

There is strong core instruction that is delivered to ELLs and the entire class, taught by the classroom teacher and the ENL teacher. Language and literacy through reading, writing, listening and speaking is taught across the curriculum. Teachers teach complex thinking while providing students with instructional supports to achieve success. There is intensive, tailored instruction for ELLs when the ENL teacher is teaching any subject. Native language support is provided whenever it is available. Students are strategically paired and are able to communicate in their native language. Translation is used whenever possible (with another student or teacher who speaks the native language and by using Smart Board technology). To ensure student progress, we have on going progress monitoring. There isn't enough data to determine if ELLs are faring in tests taken in English as compared to the native language, there are only four upper grade ELLs that are in 4th grade this year. There are systems in place, the purpose of RTI, which assures second language development is considered in instructional decisions. For example, students are paired who speak their native language, misunderstandings are translated through peer translation, teacher or para translations, visuals are used and Total Physical Response is also used.

7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the target language?
  - b. What is the level of language proficiency in the target language for EPs?
  - c. How are EPs performing on State and other assessments?

Not Applicable

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

The success of the ENL Program is evaluated based on the upward movement within proficiency levels and modalities on the NYSESLAT. The AMAO Tool can be used to evaluate the success of our ENL program for ELLs once the NYSESLAT scores are available to us. Last year, all ELLs made progress in AYP except for one ELL with special needs, although she has moved up one proficiency level this year. Fountas and Pinnell grade level assessments are ongoing to ensure progress is being made by ELLs.

## 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.

The ENL teacher, who is certified in and has a Masters Degree in TESOL K-12, identifies children who are English Language Learners by reviewing the responses of the parents on the Home Language Identification Survey, interviewing the parent and the child in English and in their native language to accommodate parents and students. The procedure for accommodating parents and students with home language support during the intake process is as follows: The parent will be asked if they need a translator. The parent will be monitored to make sure they understand the conversation and if they are not understanding, a translator will be used to make sure the information is comprehended. A few teachers and staff members speak Russian and they help with translation. For other languages, the secretary will call in using the NYC DOE translation services in the parents home language and the meeting will continue through translation services over the phone, or a new meeting will be made to complete the process. The informal interview is conducted with the parent and the child. The parent is asked a variety of questions to determine which language their child is stronger in, and to determine if they think their child would benefit from English services or not. The child is asked multiple questions to see if they understand basic-grade appropriate questions in English to verify the parent's statements. If the ENL teacher is unavailable to conduct the initial interview and complete the HLIS with the parent and child, then the assistant principal and trained pedagogue, Mrs. Mary O'Neill, has been trained and completes the process.

This process is formalized through a Home Language Identification Survey (HLIS), offered in 9 different languages. Parents complete this form to show what language the child speaks at home. Once this process is completed and it is determined that a language other than English is primarily spoken in the child's home, the child is administered the NYSITELL, which is a test that establishes English proficiency level. The NYSITELL is administered within 10 days of a student's registration. Spanish speakers are administered the Spanish version of the LAB-R. Those children that score at or below proficiency on the NYSITELL become eligible for state mandated services for ELLs. All ELLs receive entitlement letters which are available in a myriad of languages at the start of the school year.

After the home language of each student is determined, the NYSITELL is administered to every child with a home language other than English. Children who score below the cut score are placed in English speaking classes and begin receiving ENL services within 10 days of enrollment. The ENL teacher administers the NYSITELL to the students who are eligible and records their scores and proficiency levels, as well as prints out and scans answer documents onto the ATS System.

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).  
New admit students' exam history is reviewed by the ENL teacher to look for red flags of SIFE students every time there is a new student. Student work and classroom teacher observation is also taken into account when determining SIFE students. ELLs who have attended school in the U.S for less than 12 months and who are 2 years or more below grade level in literacy and/or mathematics due to interrupted schooling prior to arrival in the U.S, are identified as SIFE. To make this determination an oral interview questionnaire is administered. Additionally, the Fountas & Pinnell, MOSL, Go Math assessments are used to identify students' skills in each subject. MOSL and Fountas and Pinnell are used to assess the early, as well as, advanced literacy skills. Teacher made exams align with curriculum and predictive exams are aligned with and mirror the state ELA exam. SuperKids phonics program is also used to assess literacy skills of our Kindergarten ELLs. Data reports and assessment reports, provided by Fountas and Pinnell, are generated by class four times a year. These assessments are conducted within 30 days of enrollment.
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).  
Students with an IEP and Home Language Other Than English will have their English development carefully reviewed by the Language Proficiency Team(LPT).The LPT is comprised of Assistant Principal and Special Education Director Mary O'Neill, ENL Teacher Gina Massaro, School Psychologist Natalya Cestra, as well as the child's parent or guardian. A qualified translator of the language or mode of communication the parent or guardian knows best, will be present at each meeting of the LPT. Upon review, the LPT will decide whether or not the child should be administered the NYSITELL. This decision is based on evidence and determines whether the student may have second language acquisition needs or whether the student's disability is the factor affecting whether the student can demonstrate proficiency in English. If it is recommended that the child is eligible for the NYSITELL to determine ELL status, the identification process continues as with all students. However, if the LPT recommends that the student NOT take the NYSITELL, the case is sent to the principal for review. If the principal agrees with the LPT decision not to administer the exam, the principal's recommendation is sent to the superintendent for review and the parent is notified within 3 days of a decision being made. The timeline to accept or decline the recommendation of the LPT is 20 days. It should be noted that if the principal or superintendent feel that the child should be administered the NYSITELL, the ELL identification will proceed as with all students.
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.  
Our school ensures that entitlement letters are distributed after the NYSITELL is administered by the ENL teacher, Gina Massaro, in both English and their home language to the students who are entitled to ENL services after the students have been administered the NYSITELL within 10 days of when they started school. This letter is found on the DOE web site, and a contact person, telephone number and date of the parent orientation is also on this entitlement letter. This letter is sent home with the child and a copy of it with the students' names who it was sent home to is kept on file. The parent survey and program selection forms are given out at the parent orientation after the "Newly Enrolled ELLs" video is shown in all of the necessary languages. Parent surveys and program selection forms are distributed and collected by the ENL teacher that day of the Parent orientation. A tally is recorded to count the number of votes, a copy is filed and the original is put back in the child's cumulative folder. If parents can not make this meeting the ENL teacher calls to schedule a time they can come to view the video, complete the forms and ask any questions they may have. The parent coordinator will follow up with the parents who continue to be unresponsive. Most of the time we get 100% of the surveys and program selection forms back, but if not, the parent selection will automatically be counted towards the bilingual program.
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).  
At the New ELL Parent Orientation meeting, and any make up meetings, parents will be notified that they have the right to appeal ELL status within 45 days of enrollment.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.  
Parents of ELLs receive an entitlement letter in both English and the home language and are invited to attend an orientation session in their native language and in English. To ensure that parents understand all three program choices (Transitional Bilingual Education, Dual Language, Freestanding ESL), all information - brochures, forms and booklets are distributed in both languages. A translator along with the ENL teacher, both provide them with information on the options available to them in order to make an informed selection on the Parent Survey and Program Selection Form. Parents also view the Orientation Video for Parents of Newly Enrolled English Language Learners in both languages. Parents are invited to ask questions about the Transitional Bilingual Program, Dual Language Program and Free Standing ENL Program. Information about Dual Language Schools is provided regardless if parents inquire or not. The timelines for these Programs are also discussed so that the parents have a clear understanding of these Programs before making a selection. Parents will be contacted if a TBE/DL program becomes available. The parents who cannot attend these orientation sessions are met with privately. All information is given to them in both their native language and English. Translators are available when necessary.

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.
- There is a parent orientation for every new ELL admit. ENL teacher Gina Massaro is present to explain and elaborate upon each program model as well as to provide guidance in making each parent aware of their options and rights so that they can make informed decisions concerning their child's education. All correspondence will take place in the parents' preferred language. Therefore translators are available as well as literature in multiple languages. Parent Surveys and Parent Selection Forms may be completed and collected at these meetings. For those unable to attend, alternate sessions are scheduled or phone calls are made to further meet their needs. Occasionally, numerous phone calls have to be made, as well as multiple forms sent home to ensure 100% of these forms are returned. ENL Teacher Gina Massaro collects all Parent Surveys and Program Selection Forms. Originals are kept in the students' cumulative folders and copies are maintained in our ELL Folder of Critical Documents which is stored in our ENL office. Parents' preferences regarding program choices are carefully monitored by Ms. Massaro and our LAP team. Doing so allows us to tailor our programs to completely meet the needs of our parents and students alike.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
- Ms. Massaro is responsible for maintaining records to ensure that we are aware of each and every Parent Survey and Selection Form that has and has not been returned. Checklists are created to keep accurate records of students who have and have not returned these forms. Doing so allows us to properly go about pursuing those that have not been returned in a timely manner. Originals of each are kept in the students' cumulative records and copies are placed in the ELL Folder of Critical Documents which are stored in Ms. Massaro's ENL office. As always, all correspondence takes place in the parents' preferred language. This includes the availability of translators and literature in multiple languages.
9. Describe how your school ensures that placement parent notification letters are distributed.
- Once it has been determined whether or not a child is entitled to ENL services via the NYSESLAT or NYSITELL, placement notification letters are distributed to each student by ENL Teacher, Ms. Massaro. Copies are kept by ENL Teacher Ms. Massaro in the ELL Folder of Critical Documents and also placed in each child's permanent record and are available for review upon request.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
- HLIS are copied and filed by grade. The original is kept in the students' cumulative folder. The entitlement and non-entitlement letters are sent home to appropriate parents. A copy of the letters, with all of the students names written on the appropriate letter, is filed in the school to ensure that these letters are distributed to every parent/guardian of eligible students.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
- Every ELL is given the NYSESLAT each year. There is a teacher made list of all of the ELLs in the school in the ENL program. The RLER screen on ATS is available to double check any errors. We follow the recommended schedule to administer the NYSESLAT. Although the ENL teacher is aware of the ELLs who need to take the test, the RLER is used to determine eligible students who need to take the NYSESLAT. Attendance is taken daily to ensure every child, who is eligible, takes the test and make up tests are scheduled if a child is absent for any modality of the test. The procedure for ensuring the four components of the NYSESLAT is administered is described as follows: Students are grouped by grade and given one section a day for the NYSESLAT. The speaking section is administered by the ENL teacher and scored by the computer teacher, who is trained to do so prior to administration. The computer teacher also helped with administering the speaking portion while simultaneously scoring it as well. The rest of the sections are administered by either the ENL teacher or another teacher who is trained in administering the NYSESLAT. A schedule is created and given to the principal and assistant principal. We are mindful when booking trips/presentations/ performances during the week the NYSESLAT is being administered to ensure the students have a quiet environment to take this test and to ensure attendance is high.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
- In September, after the NYSESLAT scores are available the ENL teacher, Ms. Massaro, distributes continued entitlement and transitional support parent notification letters to every parent who has a child that is still eligible for ENL services. Letters are translated in the parents' preferred language. A copy of the letters, with all of the students' names written on the appropriate letter, is filed in Ms. Massaro's office to ensure that these letters are distributed to every parent/guardian of eligible students. Originals are put in students' cumulative folder.
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).
- Based on the past trends most parents opt for a Freestanding ENL Program with children participating in the English instruction with native language support. According to past parent choice surveys, parents are interested in an ENL program. Records of parent choice are kept on file and counted toward future tallies. Records are kept for potential students in the TBE and DL programs as per ASPIRA. Parents are aware of the three choices: Freestanding ENL Program, Transitional Bilingual Program and the Dual Language Program. Parents are informed of the instructional program their children will be participating in, which is an integrated

and/or Stand-Alone ENL Program. Every effort is made to comply with the parents wishes. Materials and methodologies are discussed with parents in both languages through a translator who is present during consultations and all other communication activities with parents in their native language. The program models offered at our school are aligned with parent requests of Freestanding ENL. For the small number of parents who are interested in Transitional Bilingual Education or Dual Language Programs the option of sending their child to a school that has the program is given to them. However, based on past years, the parents want their child to stay at P.S. 195. Parents are informed of the schools in NYC that have Dual language programs and Bilingual Programs. Based on the 2014-2015 and 2015-2016 parent choice votes, 8 parents in Kindergarten and four in first grade voted for a Dual language Program. Since 9 votes isn't enough to open a new Dual Language classroom, these students received ENL services. These parents were informed of the School that has a Dual Language Program that is only 15 minutes away, but they did not want their children leaving P.S. 195. The program models offered at our school are aligned with parent requests. The past trends show our parents choose the Free-standing ENL Program with integrated instruction, which is the model that we currently have.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).

- a. Freestanding ENL program.

P.S. 195 follows a 45 minute, 7 period a day schedule. P.S. 195 offers a freestanding ENL program consisting of 49 English Language Learners and 54 Former ELLs (FELLs). In total, the ELL and the FELL population is 23% of the school population. The students are heterogeneously mixed in their classes and instruction is provided by a fully certified ENL instructor. Students in contiguous grades are grouped together-3rd and 4th graders/ 4th and 5th graders. This helps to further ensure that students are being instructed using both grade and age appropriate materials. This service is delivered to ELLs in integrated classroom settings, 96% of the time. The rest of the time, there is room for one period of a Stand Alone classroom setting for Kindergarten and 1st Graders. ELLs in grades 2-5 receive instruction in English content area classes such as ELA, math, science and social studies and are brought together for high quality English acquisition focused instruction. The ENL teacher teaches with the general classroom teacher in the kindergarten classrooms where there are the largest numbers of ELLs. The program for the 2015-2016 school year consists of 49 students. There are 24 children in kindergarten who receive ENL services and all of them speak Russian. There are 11 children serviced in grade 1 and they all speak Russian. There are 23 FELLs in 1st Grade. There are 6 students in grade 2, who speak Russian. There are 23 FELLs in 2nd Grade. There are 4 ELLs (who speak Russian and one of them speaks Uzbek) and 9 FELLs in 3rd Grade. There are no SIFE students. Approximately 30% of the ELL students are at the Entering and Emerging levels of English language proficiency leaving the remaining 70% at the Expanding and Transitioning level of language proficiency. They are generally grouped heterogeneously by grade and homogeneously by level of language proficiency within each grade group. Our ENL program requires to be aligned with mandated ENL, ELA and content area learning standards and the core curriculum. Although our current school budget doesn't allow for a second ENL teacher to service the ELLs and FELLs in the time they are eligible for. Teachers are fully licensed and professional development is on-going. Our school plans on following the CR-Part-154-2 (K-8) English as a New Language Units of Study and Staffing Requirements when there is enough funds to hire an additional ENL Teacher.

- b. TBE program. *If applicable.*

Paste response to questions here:

- c. DL program. *If applicable.*

Paste response to questions here:

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

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

All services will be given by a K-12 Certified ESOL teacher. It is understood that:

Students with an Entering Language proficiency level will have 360 minutes a week of instructional ENL time. That instructional time will be separated by 180 minutes on Stand-Alone ENL instruction and 180 minutes of integrated ENL study in ENL/ELA. Students who are at an Emerging language proficiency level will receive 360 minutes a week of instructional ENL. Their instructional time will be 90 minutes of

study of Stand-Alone ENL and 180 minutes of integrated minutes of study in ENL/ELA. Students who are at a Transitioning language proficiency level will receive 180 minutes a week of instructional ENL. Their instructional time will be 90 minutes of study of Stand-Alone ENL(or integrated) and 90 minutes of integrated minutes of study in ENL/ELA. Students who are at an Expanding language proficiency level will receive 180 minutes a week of instructional ENL. Their instructional time will be 180 minutes of integrated minutes of study in ENL/ELA or other content area. All Former ELLs will continue to receive services for an additional two years of 90 minutes a week of integrated ENL in ELA or content area subjects.

Although our current school budget doesn't allow for a second ENL teacher to service the ELLs and FELLs in the time they are eligible for. Teachers are fully licensed and professional development is on-going. Our school plans on following the CR-Part-154-2 (K-8) English as a New Language Units of Study and Staffing Requirements when there are enough funds to hire at least one more ENL Teacher.

Although we are making our best efforts to service all of our ELLs and FELLs, we currently only have one ENL teacher and we are in need of at least one more.

\*Out of Compliance: NOT meeting the New Regulations\*

For CR Part 154 Requirements for English as a New Language ENL

Grade Currently Receiving/# of 45 min periods \*& Missing Periods:

K-135 has 5 per. (4-Integrated, 1-Stand Alone) \*Needs 3 more per. of Stand Alone

K-131 has 5 per. (4-Integrated, 1-Stand Alone) \*Needs 3 more per. of Stand Alone

K-132 has 5 per. of pull out into another Kindergarten class & (1 Stand Alone) \*Needs 3 more S.A.

1-122 has 5 per. (4- Integrated, 1- Stand Alone) \*Needs 3 more per. of Stand Alone

1-134 has 0 per. of Integrated \*Needs 2 per. of Integrated (Push in)

2-116 has 0 periods \*Needs 2 per. of Integrated (Push in)

2-242 has 0 periods \*Needs 2 per. of Integrated (Push in)

3-231 has 4 periods of Integrated \*Needs 4 MORE periods of Stand Alone

3-226 has 0 periods \*Needs 2 periods of Integrated

4-232 has 0 periods \*Needs 2 periods of Integrated

5-233 has 4 periods (Integrated) \*Needs 4 more periods of Stand Alone

K-244 Spec. Ed has 1 per. Stand Alone & 2 per. Of Integrated \*Needs 5 per. (3-Stand Alone & 2- Integrated)

1-255 Spec. Ed has 1 per. Stand Alone \*Needs 3 MORE per of Stand Alone and 4 Integrated periods

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.

Content area instruction is all in English in the classrooms with native language support. Classrooms have libraries with Russian books, English to Russian dictionaries and glossaries to help support students during content area instruction. The students who speak other languages are supported through peer translation during accountable "turn and talk" time and whenever needed. Smart board, Google translation technology are also extra support in native language support. The ENL program focuses on reading, writing, listening and speaking in English with content area subjects integrated as well. If an ELL is having specific trouble with a topic, the ENL teacher is available to help. Teachers instruct using ENL strategies such as differentiated instruction, scaffolding for all students, TPR (Total Physical Response) for newcomers, using visuals, graphic organizers and some teachers have Smart Boards in their classroom to help with translation when needed through Google translation and using visuals for support. Teachers are explicit in their instruction to help all students. They don't assume their students know the material, instead they are always questioning and assessing to make sure the content is comprehensible and the ELLs are developing their English language skills. Language development is apart of every lesson with the classroom/cluster/ and ENL teachers.

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

ELLs are appropriately evaluated in their native language based on whether or not they need ENL services. If a child is entitled to ENL services and are dominate in their native language, and they need further services, then they are evaluated in their native language. For children who are in the upper grades and are dominate in their home language, when they take the Math State test, a glossary and/or test is given to them in their native language and/or a translator is hired to translate the test for them. Communication between the parent, teacher and ENL teacher is conducted to determine which language is appropriate for assessing the child.

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

Students are tested in all four modalities throughout the year. Running records are administered three times a year to show growth in their reading, listening and speaking ability. Teachers also take notes on their observations of student response to questions to measure their listening and speaking levels. We use Fountas and Pinnell system to administer this test throughout the year. Writing assessments are graded using a rubric to show progress throughout the year, as well as the MOSL tests. Close monitoring of student performance is observed on all tests by the general classroom teacher and the ENL teacher to see what areas each student needs help in.

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

Instruction is differentiated based on the students' individual needs based on data from the RLAT. A review of the NYSITELL kindergarten scores indicate that 30% of the students are functioning at the Entering and Emerging level of language proficiency and 70% are at the Transitioning and Expanding level of English language proficiency. A review of the NYSESLAT scores indicate that there are two ELLs who receive special education services who scored at the entering language proficiency level on all four modalities. There is one student who scored on the Emerging level, 28 students who scored at the Expanding level, and 54 students who scored proficient/Commanding on all sections of the NYSESLAT. The students who scored below proficient will be given instruction to help reach the proficient level. Most students scored low on the writing modality of the NYSESLAT. This student's needs will be addressed and additional instruction on reading and writing will be given in order to help the student advance in these subject areas.

There are several assessment tools used at the school to assess the early literacy skills of the students. The NYSITELL is used for newcomers and the NYSESLAT scores are first examined to see the English language proficiency level of the child. Informal classroom assessments are administered to kindergarten children as well as the Fountas and Pinnell Benchmark Reading assessment, TCRWP, and on going running record results will help teachers group for instruction.

a.) There are no SIFE students at P.S. 195. but if there were, these students would be invited to attend the, the ENL after school program and would receive small group instruction from the classroom and ENL teacher. They would be supported to help them catch up to their grade level peers.

b.) ELLs in Schools Less Than 3 Years

For those children that are in US schools for less than 3 years there is strong emphasis on oral language development and vocabulary building. Entering and Emerging students in grades K-2 develop their oral language skills practicing with peers during accountable turn and talk. Classroom teacher work on vocabulary everyday which is subject specific which helps develop oral language using highly engaging posters, songs and other manipulatives. Mondo's, Let's Talk About It! is another oral language based program we use which develops vocabulary using stimulating photos. Mondo's oral language assessments are given to students in order to place them appropriately. This structure is also used for any photograph teachers use in the classroom. Children are reassessed periodically. Newly enrolled ELLs who are entering the school system in grade 3 or above, are introduced to the book, Newcomer Phonics by Longman. It provides children with a basic foundation in the English language as quickly as possible. These children are also engaged in an interactive theme-based CD – ROM series by Evan Moor - Look, Listen and Speak. These CDs provide basic theme-based vocabulary lessons. Stories on tape are also used with children on all grade levels in order to develop and improve listening skills.

The ENL teacher teaches with the general classroom teacher in kindergarten and first grade classrooms. Curriculum mapping is designed by the teachers who align their lessons with the Common Core Learning Standards and the Social Studies Scope and Sequence. Instruction is rigorous and there is 50% use of fiction books and 50% use of nonfiction books. At this time writing is being taught, simultaneously and tailored to the CCLS using Lucy Calkin's Primary Units of Study, A Yearlong Curriculum. Children tell their personal stories by using the language of storytelling then illustrating them and finally writing the words. Other genres of writing are introduced during the year which allows ELLs to gain experience with literary art formats. The teacher works with the ESL children in small groups differentiating instruction to tailor the needs of the children.

c.) ELLs Receiving Services 4-6 Years

Currently, there are no students who have been in the ESL Program for more than three years, but if there were these students would be invited to attend the morning academic intervention program, the ESL after school program and would receive small group instruction from the classroom and ESL teacher. They would be supported to help them catch up to their grade level peers.

d.) There are no long term ELLs at the school, but if there were their learning needs would be met by assessing the reason why these students are not passing the NYSESLAT.

There are no programs in place to assist newly enrolled ELLs before the beginning of the school year because children have not yet taken the NYSITELL and the school building is not open in the summer months. Nothing can be created because we do not have the funds to do so.

There is also a Title III After School Program for ELLs and former ELLs. ELLs attend the program on Tuesdays and Wednesdays for 1 1/2 hours per session for a total of 3 hours weekly for approximately 15 weeks. The Program addresses the needs of

ELLs and Special Education ELLs in grades K-5. The goal of this program is to improve the language proficiency level of these children by stimulating language production, building vocabulary, modeling appropriate speech, teaching the skills necessary for reading and writing and expanding listening comprehension. In grades kindergarten through grade 2 the research-based materials used, Language First! Program and Leveled Reading Series by Leapfrog Schoolhouse address the needs of the beginner, intermediate and advanced student. Children also use the Options Best Practices in Reading series which builds comprehension skills and strategies. ELLs in the testing grades 3-5 will focus on test taking skills. They will use both ELA practice materials and NYSESLAT practice materials. For most of the children in this group, they are first time New York state test takers.

e) All of the ELLs at P.S. 195, current and former are invited to participate in all of the activities during the school day and after school. After school activities include Test Taking Strategies for ELA, math and science. The school psychologist and social worker also make themselves available to ELLs.

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.

There are no students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment. If there were, our 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). Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal, must review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with a qualified staff member in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the student as defined in CR Part 154-2.3(i) and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, he/she must consult with the superintendent or his/her designee. Final decision notification must be in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.

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?

Teachers of ELL-SWDs use explicit instructional strategies that both access to academic content areas and accelerate English language development by separating tasks into smaller components. Separating tasks, helps students achieve the goal and complete the task. Teachers use strategies to fit the needs of their students to provide access to academic content areas and to accelerate English language development. Teachers assess their students' multiple intelligences to see what kind of learner they are and then teach using strategies to accommodate their students' learning styles. If a child is a visual learner, the teacher will use visuals and graphic organizers to help them understand the content and build English language development. If, a child is a kinesthetic learner, the teacher will use manipulatives for a math lesson to accommodate the child's need for physical learning. Etc. If a child needs help understanding and answering inferential questions, the teachers will practice skills on vocabulary and context so students can better understand and cope with the demands of deep inferential comprehension. Teachers teach their students to make a connection between the text and the outside world, to use prior knowledge to make a connection with the text and their own lives. Teachers will introduce and provide practice with the different genre features so students will be able to identify the conventions that specific genres follow. This will help ELL-SWDs better understand what is being asked of them. For example, to look for the main idea in a nonfiction book, they could look at the titles and subtitles. Grade level materials are used with teacher support and students build their knowledge until they can use grade level and above materials on their own.

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?

Our school uses curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least environment by using a push in model. Students work with the ELL teacher within the classroom to support and refine student understanding with interdisciplinary content. The goal is to keep students in their general education classroom as much as possible and to target instruction to build upon student strengths. Some students receive service in an ESL classroom that provides intensive support with content they are struggling with. The teachers address the students' weaknesses by tailoring instruction. Instruction is targeted to build upon strengths and address areas in need of improvement. The students are supported to meet their individual needs. Teachers also schedule to push in to see their students when they are the most productive and when the general education teacher is teaching the subject that the student has the most difficulty with.

Chart

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

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

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

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



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

Chart

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

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

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

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

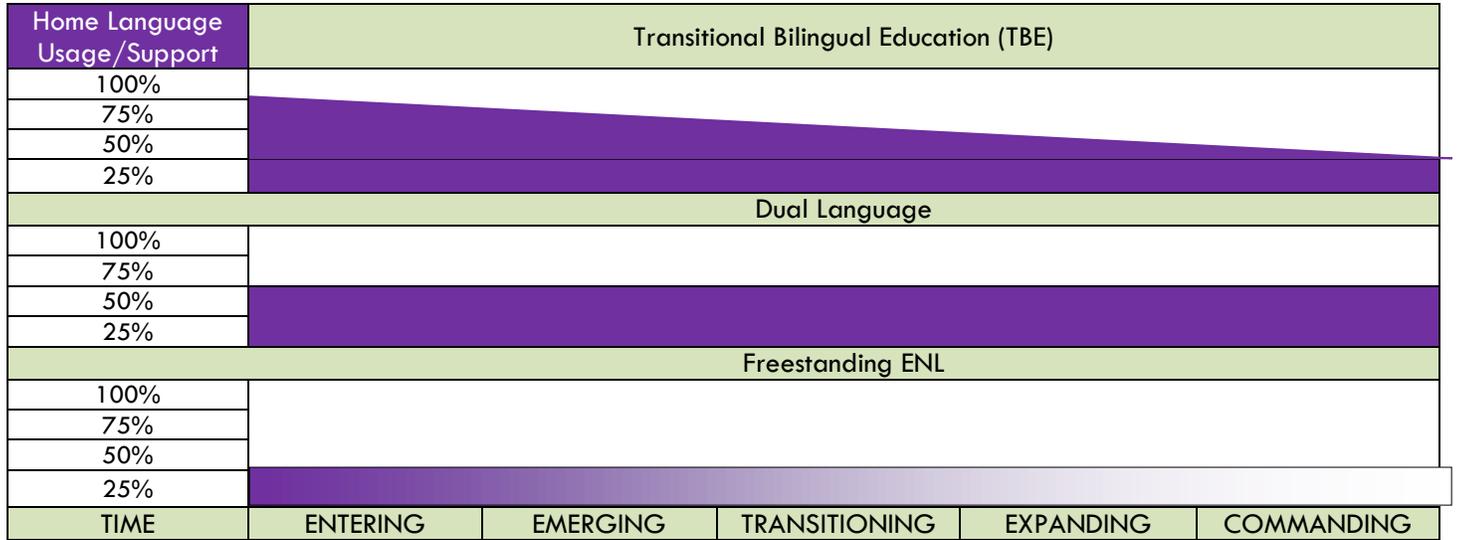


\*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

### Home Language Usage and Supports

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



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. Using results from current running records has identified strategies in need of greater support and are addressed during small group instruction. Using results from the recent MOSL, writing strategies in need of further support are conducted during the guided reading period with the support of the ENL teacher. Lessons, using additional visual resources, are tailored to meet the needs of ELL learners daily with for ELA assistance scaffolded support from both the ENL teacher and the classroom teacher. There is after-school program that is used for an extra intervention for an hour a day, twice a week over the course of ten weeks. For the targeted intervention in Math, student work and unit assessments are used inform lessons are conducted during the push in program. Lessons utilize manipulatives from the Go Math program and modified lessons from the Pearson program, are tailored to meet the needs of ELL students with tailored instruction. There is a planned for an afterschool intervention program for an hour a day, twice a week over the course of ten weeks beginning in January. The ENL teacher works with ELL students during a Math period while the classroom teacher works with the remaining students. Conferencing notes are used to guide future planning based on students' needs based one each students' areas of weakness.

The success of the ENL program is due to the collaborative efforts of the ENL and the classroom teachers with the goal of helping each ELL meet or exceed New York State and City learning standards. Teachers come together to plan during their common preparation periods. Teachers work together to deliver a balanced approach to literacy as well as to tailor content area instruction, with the appropriate language support, to meet the needs of ELLs. Instruction is designed to differentiate learning since most classrooms are composed of students with different levels of English language proficiency and subject area knowledge. Classroom teachers and the ESL teacher meet to articulate the instructional plan for the week to ensure curricular alignment incorporating the necessary methodology and instructional strategies to present those lessons to the ELLs. Classroom teachers are supportive of and respectful of the cultural differences of their students. They create an environment which values each student's background. Formal and informal assessments are on-going and include portfolios and projects to determine growth towards meeting the standards.

ENL instruction is current with trends and theories and has attended numerous off-site conferences and seminars given by experts in the field such as Krashen, Cummins and Chamot. Targeted interventions for Social Studies are addressed in the Social Studies Units of Study. It is tailored to meet success for all students. Teachers are using culminating tasks to understand the CCLS in Reading and Writing. Targeted intervention for Science is addressed in the Science curriculum and is connected to the Social Studies Units of Study. Teachers also use the Holt Science Program where lessons are scaffolded to meet the needs of struggling students. Native Language support is used when needed through Language dictionaries, Google translate, peer translating and sometimes translating through para professionals. Teachers respect the culture and language of our ELLs and allow students to turn and talk in their native language to help their understanding. The data that is used is student work, summative and formative assessments and teacher observations. This data is gathered and analyzed to support ELL learners. Fiction and nonfiction texts are in content areas to help motivate and inform students.

The computer program MyOn Reader provides thousands of digital books from home and school, public libraries and other locations. MyON Reader is available all day, every day so students can continue to choose high interest books and self-manage their own reading growth whenever they are self-motivated to do so. Students, educators and administrators have access to reports that summarize reading growth. Reports are available to illustrate initial reading level, how much time students have spent reading, quiz and comprehension results, and benchmark scores.

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

The effectiveness of the ENL program is measured in student growth in reading, writing, listening and speaking. ELLs are at grade level or approaching based on the data collected from the Fountas and Pinnell assessments. The ENL Program is effective based on ELLs' growth in language proficiency levels. Currently the ENL program is working for ELLs based on their progress made so far. Classrooms teachers are aware that they are teachers of ELLs and they use second language acquisition strategies, visuals and translations for support. ELLs needs are met in Social Studies, Math, and Science, in both content and language development, by teachers' differentiating, collaborating with other teachers, PD trainings and teacher made assessments and tasks in the S.S. Units of Study are tailored to meet the needs of all students including ELL learners. ALL teachers are made aware that they are teachers of ELLs through continued PD trainings, they are held accountable for ELLs' growth and progress. The Super Kids Phonics Program was a new program initiated which warranted significant movement in both proficiency and reading level. Based on those trends we continue to use this Super Kids Program as a way to further develop ELLs skills. My On Reader comprehension was purchased in lieu of Raz Kids to help ELL growth. The computer program MyOn Reader provides thousands of digital books from home and school, public libraries and other locations. MyON Reader is available all day, every day so students can continue to choose high interest books and self-manage their own reading growth whenever they are self-motivated to do so. Students, educators and administrators have access to reports that summarize reading growth. Reports are available to illustrate initial reading level, how much time students have spent reading, quiz and comprehension results, and benchmark scores.

Formative and summative assessments at the end of each unit are used, as well as teacher made assessments. Student writing, teacher conferencing notes, CCLS aligned state rubrics are all used to identify ELL strengths to build upon.

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

Our professional development model identifies one session per month that includes strategies that can be used with all learners. This model will continue for this school year

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

There aren't any programs for ELLs that will be discontinued.

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

P.S. 195 is equally committed to ensuring the academic success of another group of ELLs. This target group consists of kindergartners and first graders who are at the entering and emerging levels of English language proficiency as per their NYSITELL and or NYSESLAT scores. They will attend an Early Childhood ENL After-School Program designed to increase their oral language skills as well as their literacy skills. This is because the majority of our ELLs are in grades K-2, our Title III After School Program reflects that population. Differentiated instruction will be practiced to meet the needs of individual students using ENL methodology. This early intervention will help to minimize the number of At-Risk and Special Education ELLs in the future. This year Options Publishing series Best Practices in Reading will be purchased and used with both kindergarten and first grade. This research based series teaches comprehension and vocabulary skills and is organized thematically. This series complements the school's literacy plan by pairing fiction with non-fiction. NYSESLAT test prep materials will also be purchased for these two target groups to familiarize them with the NYSESLAT format which is given in early May. The teachers are all early childhood certified. This is a Title III After School Program for ELLs and former ELLs. ELLs attend the program on Tuesdays and Wednesdays beginning in November for 1 1/2 hours per session for a total of 3 hours weekly for approximately 15 weeks. The Program addresses the needs of ELLs and Special Education ELLs in grades K-5. The goal of this program is to improve the language proficiency level of these children by stimulating language production, building vocabulary, modeling appropriate speech, teaching the skills necessary for reading and writing and expanding listening comprehension. In grades kindergarten through grade 2 the research-based materials used, Language First! Program and Leveled Reading Series by Leapfrog Schoolhouse address the needs of the beginner, intermediate and advanced student. Children also use the Options Best Practices in Reading series which builds comprehension skills and strategies. ELLs in the testing grades 3-5 will focus on test taking skills. They will use both ELA practice materials and NYSESLAT practice materials. For most of the children in this group, they are first time New York state test takers. Children will attend this after school program for 15 weeks, for 1 1/2 hours per session, twice weekly (Tuesdays and Wednesdays), for a total of 30 sessions.

The ENL teacher coordinates the Program. She also pushes-in to the classes and provides additional support where needed. The ESL teacher orders and distributes materials, writes and sends letters home and maintains all record-keeping for the Title III Program. In order for the Program to begin in November, coordinating will begin in October and will be on going, as needed. A new after school program may be planned for the 2015-2016 to meet the needs of all ELLs through readers theatre. All of the ELLs at P.S. 195, current and former are invited to participate in all of the activities during the school day and after school. After school activities include Test Taking Strategies for ELA ,math and science, Friday Homework Helper, and dance. The school psychologist and social worker also make themselves available to ELLs.

Newcomers get extra instructional practices through various tools to help their transition to an English only school faster and easier. They are given computer programs to help their phonics and reading skills through Raz-kids and Headsprout. The LeapFrog SchoolHouse Program, Language First! which was purchased for the program 6 years ago, will be used with newcomers. The program uses the interactive LeapPad personal learning tool for Newcomers and 36 theme based books to develop oral language and essential vocabulary skills for students at all levels of English language proficiency. Ready, Set, Leap! , another LeapFrog Schoolhouse Program which was purchased 7 years ago and will be used with the children in kindergarten. This is a research based multi-sensory program and it includes both a theme-based and literature-based teaching approach. It also meets the special needs of ELLs.

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.

Smart Boards are used every day in instruction especially for the benefit of ELLs. Smart Boards allow teachers to demonstrate the topic they are teaching about through visuals, videos, and Google translate. The computer teacher also helps other teachers locate various websites for ELLs to help them with specific topics and areas they individually need help with in vocabulary expansion, phonics, grammar, sentence structure, etc.

To further ensure that the needs of these ELLs are being met the role of technology as a resource for instruction will be implemented. Students can engage in individualized instruction to meet their specific needs. Research in second language

acquisition (Krashen, 1989) has clearly suggested the need of comprehensible input in order for second language learning to take place. Computers utilize a multi-sensory collection of text, sound, pictures, video and animation to provide meaningful contexts to facilitate comprehension. Technology can also provide students with language experiences as they move through the various stages of language acquisition. Beginning with the use of multimedia to provide comprehensible input in the pre-production or silent period, students progress to programs that require limited responses, and in the more advanced stages use their second language as they manipulate technology to complete a task. The school's technology teacher will conduct these classes. All instruction will be in English.

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

The students are provided with instruction in their home language to support them academically usually when the ENL teacher is not servicing the students. There are multiple staff members who substitute as translators in the child's native language. The students have access to glossaries and dictionaries in both languages. Students also utilize peer translation and they "turn and talk" in their home language if need be.

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

Required services and supports correspond to ELLs' ages and grade levels by differentiation and instructing ELLs with texts one reading level above their independent reading levels to promote growth and progress. Texts are discussed with ELLs to promote their listening and speaking proficiency and they answer written questions to promote their reading and writing abilities. Resources correspond to ELLs' ages and grade levels by instructing not only on grade level, but also on English proficiency level to help students reach the proficient level in their English language development. Materials and activities in guided reading support this goal to help students in reading, writing, listening and speaking.

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).

There are no programs in place to assist newly enrolled Ells before the beginning of the school year because children have not yet received the NYSITELL and the school building is not open in the summer months. Although there are meet and greets introducing the new children to some peers that are assigned as their "helper/translator" and tours of the school are conducted.

19. What language electives are offered to ELLs?

There are not language electives that are offered to ELLs at our school.

20. For schools with dual language programs:

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

N/A

## B. Professional Development and Support for School Staff

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

The ENL teacher meets with general education teachers, who have ELL students in their class rooms, during professional development time once a week, Time: (TBD) to discuss ways to support ELLs in the general classrooms. Topics for the school year include but are not limited to: Comparing ELA and ENL Standards, Using Sheltered English Instruction in the Content Areas, Social and Academic Language, Understanding Levels of Language Proficiency, Academic Rigor for ELLs, Differentiated Instruction, Cultural Awareness, the ELA for ELLs. Classroom teachers apply this knowledge when planning their instruction in order to meet the needs of ELLs in their classes. Special education teachers and para professionals are given opportunities to attend Professional Development on ELLs and they attend when possible. The ENL teacher attends ongoing PDs regarding helping ELLs achieve and plans workshops for teachers to implement ELL strategies to assist ELLs with the Common Core Learning standards. Teachers will implement the new strategies discussed at the workshop and report back to discuss if they were beneficial. P.S. 195 follows a calendar and cycle of PD opportunities that always includes ELL strategies and ways to support ELL students. The workshops for staff in content areas consist of learning or turn keying a strategy the first Monday of the month. Practicing it and then analyzing student work as data to see how it affected students' learning. Sharing what teachers noticed is on the third Monday of the month, and then celebrating and tailoring the strategy to see how it could have been done differently and more effectively.
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?

The ENL Teacher attends Professional development in supporting ELLs as they engage in the Common Core Learning Standards provided by the Board of Education whenever possible. This information is shared during common preparation periods or during a turn-key. The ENL teacher attends on-going PD and plans workshops throughout the year for teachers to implement ELL strategies to assist ELLs with the Common Core Learning standards. Teachers will implement the new strategies discussed at the workshop and report back to discuss if they were beneficial. These PDs support teachers in delivering CCLs aligned instruction, such as:

  - Creating supportive/ respectful environments to help ELL use of language
  - RTI for ELLs
  - Utilizing Common Core Unit Plans
  - Effective Planning
  - Using Formative Assessment to Drive Instruction
  - Supporting ELLs Across Content Areas
  - Effective Questioning
  - Instruction to Meet All Student Needs
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

The ENL teacher provides support to the staff who assists ELLs as they transition from one school level to another by supplying all information that is given from the school regarding middle school (such as open houses dates and general information about the middle schools) in the parents native language as well as notices in English. The ENL teacher is available to discuss how to research middle schools based on the school's ENL programs to benefit the ELL students with their parents and a translator is also available if need be. The ENL teacher can also contact the ENL teacher from the middle school the child will be attending to discuss the child's progress and goals.
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.

TESOL training is provided with on-going professional development that equals to far more than 7.5 hours during faculty conferences to all staff members as per CR Part 154. The ENL teacher meets with general education teachers, who have ELL students in their class rooms, during professional development time once a week, on (day and time TBD) to discuss ways to support ELLs in the general classrooms. Records are maintained by either the ENL teacher taking notes, or emailing the content discussed to our principal. Jose P PD hours for teachers of SWDs are recorded as well (10 hours).

### 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?

The school provides 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 through individual meetings with parents and the ENL teacher. These individual meetings are 15-20 minutes and are open to parents to attend during specific times that are determined by the principal. Parents are notified about this "open house" to discuss these matters through letters that are sent home. These meetings do not include mandated parent orientation meetings and DOE scheduled parent-teacher conferences.

**\*\*Answer for #2:** Records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated. These records are kept on file in the secretary's office such as letters that were sent home and other ways of outreach to parents. In person meetings are written down on a sign in sheet with the parents' name and date of meeting.

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.

P.S. 195 has an active parent association that works with the school and other parents. Parents' needs are evaluated through the ENL teacher who assesses the Home Language Surveys to predict the native language the parents speak, along with conversations over the phone or in person at parent-teacher meetings in September. Translators are available if parents need them to communicate effectively. Parents are asked through DOE materials if interpreters are needed. Resources are provided for them on the DOE website and teachers direct parents to the proper websites that contain the information the parents are looking for. At P.S. 195, parental participation is valued and on-going. Research has shown when parents are active participants in their children's academic lives, the achievement of English Language Learners improves. The parental involvement activities our school offers are monthly Parent Association Meetings where the needs of the parents are addressed. The Parent Coordinator along with the President of the Parent Association organize these meetings. Notices are sent home in the parents' native languages as per the Language Translation and Interpretation funding. At the beginning of the school year, parents are invited to meet with their children's teachers to discuss the rigorous curriculum, address the Standards and the school's expectations for high achievement for all. The ENL teacher also conducts on-going meetings for parents of ELLs during the course of the school year. Translators are available in the school building during the course of the school day when needed.

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

Partnerships with other Community Based Organizations provided by the NYC DOE services to ELL parents and are available to them. Notices of availability of free adult education classes are posted in the main lobby of the school to inform parents about the free English classes that are available through the Office of Adult and Continuing Education NYCDOE. These notices provide the parents with locations, telephone numbers, addresses and the organization's website. In the past an Adult ENL class and a Citizenship class ran concurrently with the Title III Program for children. Unfortunately the enrollment was so low that the school closed the class. Parents informed us that because of their late work schedules they are unable to attend these classes.

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

The Parents Preferred Language Form has been given out to every parent of the school in the past, to try to meet the language needs of all of the parents. The parent coordinator evaluates the parents' needs by attending all of the Parent Meetings. She listens to the Parents' requests and, together with our Administration and Staff, an ongoing line of communication is developed. Whenever the Parent Association is meeting, there is a topic addressed that is timely and of importance to our Parents. Middle School process is addressed in November for our fifth grade parents. Whenever an interpreter is required, we are sure to meet those needs. The Parent Survey is also an important tool to utilize. Our Chancellor has recently sent out a Release entitled "Partnering with Parents" which has been an excellent guideline.

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

Parental involvement activities address the needs of the parents. Our parents respond best to a friendly, welcoming, and positive school environment. We are always ready to provide this much needed climate. We have monthly "Citizen" Breakfasts to celebrate our students who have earned the title 'Citizen of the Month'. It is a time each month that Parents, Staff, and Students get to come and learn what our School is all about. Our staff has varied events when they invite parents to come into the individual

classrooms to share in a Class Project. Our principal maintains an open-door policy to parents at all times.

At P.S. 195, parental participation is valued and on-going. Research has shown when parents are active participants in their children's academic lives, the achievement of English Language Learners improves. We will build alignment between parent choice and program offerings by continuing to be in close contact with the parents. Parents are invited to attend monthly Parent Association Meetings. The Parent Coordinator along with the President of the Parent Association organize these meetings. Notices are sent home in the parents' native languages as per the Language Translation and Interpretation funding. At the beginning of the school year, parents are invited to meet with their children's teachers to discuss the rigorous curriculum, address the Standards and the school's expectations for high achievement for all. The ENL teacher also conducts on-going meetings for parents of ELLs during the course of the school year. Translators are available in the school building during the course of the school day when needed.

#### **D. Additional Information**

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

Paste response here:

School Name: **The Manhattan Beach School**

School DBN: **22K195**

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)
Bernadette Toomey	Principal		10/30/15
Mary O'Neill	Assistant Principal		10/30/15
N/A	Parent Coordinator		
Gina Massaro	ENL/Bilingual Teacher		10/30/15
Mrs. Genkin	Parent		10/30/15
Keri Minsky	Teacher/Subject Area		10/30/15
Marina Zagerson	Teacher/Subject Area		10/30/15
	Coach		10/30/15
	Coach		
Madelyn Doyle	School Counselor		10/30/15
Julia Bove	Superintendent		10/30/15
Aaron Perez	Borough Field Support Center Staff Member <u>22K195</u>		10/30/15
Svetlana Bratslavskaya	Other <u>Speech Teacher</u>		10/30/15
	Other _____		
	Other _____		

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

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

**DBN: 22K195**      **School Name: Manhattan Beach School**  
**Superintendent: Julia Bove**

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

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

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

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

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

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

Based on the Home Language Identification Survey (HLIS) as well as the Language Inventory Letter provided by the Department of Education(DOE), both methodologies are used to assess language preferences of the parent community for both written and oral communication.

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.

Russian and Turkish

**Part B: Creating a Communications Calendar**

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

Student report cards, the school calendar-Newsletters, NYSESLAT test dates, NY State testing dates, parent teacher conferences, general overview of student curriculum require translation and they will be distributed to families whenever the English version is also sent home.

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.

Face to face meetings, such as parent teacher conferences, parent orientations and Tuesday parent/teacher meeting times, and any call to parents, we look to make sure the information is translated if need be.

### **Part C: Providing Language Assistance Services**

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

To make sure documents are translated in a timely manner, we translate them at the beginning of the school year and leave the date blank to make appropriate changes if need be. In other circumstances, we have a few Russian literate teachers who work here that can translate school letters to parents if the translating services aren't available to provide translated documents in a timely manner.

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.

We have in house school staff who can provide interpretation services.

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

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

All staff members will be aware of how to use translation services and over the phone interpretation services through professional development provided by our school staff and Language Access Coordinator.

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

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

### Checklist of Notification Requirements

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

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

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

We will give out a parent survey to gather feedback from parents on the quality and availability of services.