

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

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

20K201

School Name:

J.H.S. 201 THE DYKER HEIGHTS

Principal:

ROBERT CIULLA

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Dyker Heights Intermediate School
201 School Number (DBN): 20K201

Grades Served: 6 – 8

School Address: 8010 12th Avenue, Brooklyn, NY 11228

Phone Number: 718-833-9363 ext. 0 Fax: 718 836-1786

School Contact Person: Robert Ciulla Email Address: rciulla@schools.nyc.gov

Principal: Robert Ciulla

UFT Chapter Leader: Theresa Buono

Parents' Association President: Pat Argenziano, Caroline Mazza

SLT Chairperson: Heather M. Tardugno

Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____

Student Representative(s): _____

District Information

District: 20 Superintendent: Karina Costantino

Superintendent's Office Address: 415 – 89th Street, Brooklyn, New York 11209

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

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

Borough Field Support Center (BFSC)

BFSC: Brooklyn South Director: Cheryl Watson Harris

Director's Office Address: 415 89th Street Brooklyn New York 11209

Director's Email Address: cwatson@schools.nyc.gov

Phone Number: 718-923-5171 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)
Robert Ciulla	*Principal or Designee	
Theresa Buono	*UFT Chapter Leader or Designee	
Carolyn Mazza	*PA/PTA President or Designated Co-President	
Lorraine Torres	DC 37 Representative (staff), if applicable	
N/A	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Heather Tardugno	Chairperson	
James Watters	Teacher	
Janine Parreli	Parent	
Nancy Scarpaci	Parent	
Jennifer McCorry	Parent	
Rose Simineri	Parent	

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

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

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

Dyker Heights is a middle school with 1,414 students from grade six through grade 8. The school population comprises of .5% Black, 14% Hispanic, 40% White and 45% Asian students. The student body includes 9% English Language Learners and 10% Special Education students. Boys account for 52% of the students enrolled and girls account for 48%. The average attendance rate for the school year 2013-2014 was 96.6%.

Dyker Heights' instructional focus is to ensure teachers provide every student, every day the highest quality of instruction as evidenced in their classroom through:

- 1). A visible and clearly stated learning objective for the lesson of the day,
- 2). A rigorous curriculum delivered through inquiry based instruction. Teachers work with students to help them become independent, motivated learners, and critical thinkers.

According to the Framework for Great Schools Report 2015, Dyker Heights I.S. 201 made progress in the areas of rigorous instruction and collaboration of teachers. One of the school's strengths is the ability of the administration and teachers to communicate high expectations to all stakeholders. Also, I.S. 201 challenges English Language Learners and Students with Disabilities through multiple entry points and differentiated tasks to ensure all students achieve their learning goals. Key areas of focus are improving quality of student discussion and higher level questioning, improving school wide professional inquiry/sharing of best practices, and building strong family community ties.

20K201 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	1420	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	26	# SETSS	N/A	# Integrated Collaborative Teaching	38
Types and Number of Special Classes (2014-15)					
# Visual Arts	25	# Music	24	# Drama	17
# Foreign Language	27	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	62.6%	% Attendance Rate			96.1%
% Free Lunch	62.8%	% Reduced Lunch			12.3%
% Limited English Proficient	9.3%	% Students with Disabilities			11.5%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.1%	% Black or African American			0.7%
% Hispanic or Latino	13.1%	% Asian or Native Hawaiian/Pacific Islander			46.6%
% White	39.3%	% Multi-Racial			0.2%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	1.26	# of Assistant Principals (2014-15)			3
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)			3
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			1.6%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)			8.66
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	53.3%	Mathematics Performance at levels 3 & 4			65.4%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			88.5%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			100.0%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	YES	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	YES	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	YES	Multi-Racial			YES
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

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

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

Part 1 – Needs Assessment

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

Based on the New York City School Survey and teacher feedback, there is a need to ensure the implementation of a year-long Common Core State Standards aligned curriculum in English Language Arts and Math using the respective DOE Core Instructional Materials, Scholastic Common Core Code X and Go Math.

According to the Framework for Great Schools Report 2015, Dyker Heights I.S. 201 made progress in the areas of rigorous instruction and collaboration of teachers. One of the school's strengths is the ability of the administration and teachers to communicate high expectations to all stakeholders. Also, I.S. 201 challenges English Language Learners and Students with Disabilities through multiple entry points and differentiated tasks to ensure all students achieve their learning goals. Key areas of focus are improving quality of student discussion and higher level questioning, improving school wide professional inquiry/sharing of best practices, and building strong family community ties.

Part 2 – Annual Goal

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

By June 2016, staff will be able to create a rigorous learning environment that is visibly coherent throughout the school allowing all students to be exposed to higher order thinking and questioning skills as measured by observations and student work which will result in a 5% increase of students scoring at or above proficiency level as measured by the New York State English Language Arts Assessment.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ul style="list-style-type: none"> • Teachers will design units of study across content areas aligned with Common Core State Standards and the established curricula of Code X and Go Math. Tasks will allow for differentiation and encourage students to explore the curriculum through multiple entry points. Teachers will collaborate during common planning time in order to review student work, discuss results, and devise a plan incorporate best practices and multiple entry points to assist students, especially English Language Learners and Students with Disabilities in achieving their learning goals. Push-In and resource teachers of English Language Learners and Students with Disabilities, will collaborate to discuss differentiated instructional strategies, and inquiry based learning tasks, to promote greater student participation and success. • Across content areas, teachers will continue to receive professional development and engage in inter-class visitations to develop best practices. Teachers will receive Professional Development on Shared Inquiry Discussion. Shared Inquiry Discussion is a student led discussion where the teacher speaks only to facilitate and direct the conversation, but where students construct knowledge themselves. Students have the opportunity to read and annotate sources to help them research, formulate and present their findings. 	<p>All students and teachers</p>	<p>September 2015 to June 2016</p>	<p>Administration and Teachers</p>
<ul style="list-style-type: none"> • Supplemental resources, such as Achieve 3000 and MyOn, will be used to support English Language Learners and students with disabilities by allowing them to explore the same content but progress at their own rate. 	<p>All students and teachers.</p>	<p>September 2015 to June 2016</p>	<p>Administration and Teachers</p>

<ul style="list-style-type: none"> • Teachers will design lessons with key scaffolds in mind, to break down texts into manageable chunks, provide multiple entry points through cooperative learning tasks and peer tutoring. • Teachers will implement stations for sub-grouping allowing students to meet for small group instruction based on their need and to allow them to engage in rigorous tasks embedded in the curriculum. 			
<ul style="list-style-type: none"> • Families will be invited to workshops to learn and engage in inquiry based strategies. 	Families	September 2015 to June 2016	Administration, Teachers Parent Coordinator

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.											
English Language Learner coordinator, Data-specialist, Achieve 3000 program, Professional Development Facilitator, Instructional Lead Teacher, Per-Session and Per-Diem for Content Specialist, and Professional Learning Teams.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		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.
Teachers will administer quarterly post assessments to determine if students are making progress towards their learning goals. In addition, teachers will administer a periodic assessment baseline in the beginning of the 2015-2016 school year, and then administer a benchmark in February, 2016, to identify student progress.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

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

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 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

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

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.

Based on the Quality Review Report and teacher observations/feedback, there is a need for a visible coherence and alignment of teacher strategies, which consistently provide multiple entry points so that all learners are challenged across all classrooms. Teachers need additional time to work with their peers to share, refine and implement best practices. Best practices will be shared across the school community through interclass visitations and learning walks.

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, 90% of teachers will move toward improvement in component 3b and 3d in Danielson’s Framework for Effective Teaching as evidenced by their observations.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Inter-class visitations will be scheduled to highlight components of effective instruction and additional support will be provided to teachers through professional learning videos that will allow faculty to</p>	<p>Classroom Teachers, Students and Administration</p>	<p>September 2015 to June 2016</p>	<p>Administration and Teachers</p>

<p>build a shared school wide understanding of what effective teaching looks like in all content areas.</p> <p>Learning walks will be conducted throughout the year to allow teachers to examine best practices with their colleagues.</p>			
<p>Teachers will visit the English Language Learner specialist and pull out Special Education Teachers (12:1, SETSS, ICT Part Time) during inter-class visitations and learning walks, as they examine the various methodologies and strategies that are implements for instruction.</p> <p>English Language Learner teachers, Special Education teachers, and will meet in their professional learning communities to discuss student data, share best practices and scaffolding techniques, plan differentiate tasks to meet the needs of English Language Learners and Students with disabilities.</p>	<p>English Language Learner Specialist, Special Education Teachers, and ELL and SWD students</p>	<p>September 2015 to June 2016</p>	<p>Administration, Special Education</p>
<p>Families will be invited to workshops to learn key instructional practices and how to help their child learn best at home. Important information will be communicated to parents in native languages and the school website will also relay information in native languages.</p>	<p>Families</p>	<p>September 2015 to June 2016</p>	<p>Administration, Teachers and Parent Coordinators</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.											
Prep coverage and substitute teachers, English Language Learner coordinator, Data-specialist, Achieve 3000 program, Professional Development Facilitator, Instructional Lead Teacher, Per-Session and Per-Diem for Content Specialist and supervisor, and Professional Learning Teams.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		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.
Teachers will provide feedback/reflection on Inter-class Visitations and Learning Walks during weekly departmental meetings and teacher team meetings.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

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

Part 4 – Budget and Resource Alignment

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

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

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

Part 5 – Progress Monitoring

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

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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.

According to the New York City School Survey 2014-2015, overall parental survey response was 84%. However, the positive response to strong family community ties was only 70%, which fell slightly below average. There is a need to increase parental involvement within the school.

Part 2 – Annual Goal

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

By June 2016, the school community will be able to increase strong family community ties 10% by offering, welcoming, encouraging, and developing partnerships with families, businesses, and community based organizations throughout the school year.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Teachers will communicate with parents weekly during Tuesday parent meetings. At that time, parents will be informed of their child’s progress, learning goals, interventions, activities/strategies that can be</p>	<p>Administration, Teachers, Guidance Counselors, Parent Coordinator, Paras</p>	<p>September 2015 to Juen2016</p>	<p>Administration, Teachers, Parent Coordinator, Guidance Counselors, Paras</p>

reinforced at home, and upcoming parent workshops and events. Teachers may also communicate with parents daily through the use of e-chalk and inform them of lessons, assessments, writing pieces, upcoming class projects and other curriculum highlights. Pupil Path will be implemented 2015-2016 school year to increase communication between school and family community.			
Afterschool programs have been established to address the interest and needs of SWD and ELL students. In addition, ELL students may attend the Saturday Morning ELL Academy for additional support.	Administration, Teachers, Guidance Counselors, Parent Coordinator, Paras, ESL Coordinator	September 2015 to June 2016	Administration, Teachers, Parent Coordinator, Guidance Counselors, Paras, ESL Coordinator
Increase parental involvement through: Morning and Evening Parent Workshops, Family Events, Fairs, Plays	Administration, Teachers, Guidance Counselors, Parent Coordinator, Paras, ESL Coordinator	September 2015 to June 2016	Administration, Teachers, Parent Coordinator, Guidance Counselors, Paras, ESL Coordinator

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.											
The administration, Guidance Counselors, Parent Coordinator, Teachers, Parent-Teacher Association, Paraprofessionals, Outside Community Personnel.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	X	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By January 2016, a school wide parent teacher community survey will be administered to gather feedback, assess progress and address needs of the school community.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Below Proficiency level	Promotional Excellence Program and Saturday Academy for ELL Students	Small group	After school Wednesday and Thursday, and Saturday mornings
Mathematics	Below proficiency level	Promotional Excellence Program and Saturday Academy for ELL Students	Small group	After school Wednesday and Thursday, and Saturday mornings
Science	Below proficiency level	Promotional Excellence Program and Saturday Academy for ELL Students	Small group	After school Wednesday and Thursday, and Saturday mornings
Social Studies	Below proficiency level	Promotional Excellence Program and Saturday Academy for ELL Students	Small group	After school Wednesday and Thursday, and Saturday mornings
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students that fall below proficiency levels and those that are identified and recommended by the Pupil Personnel Team members (Guidance counselors, School Psychologists, and Social Worker).	At Risk services provided by Guidance Counselors, School Psychologists and content teachers.	Small group and/or one to one	During the school day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
New hires are licensed in their content areas. Teachers are assigned to programs in their licensed areas and grade levels. Professional Development is provided in content areas through teacher team meetings, and monthly faculty/departmental conferences. Lead teachers, CCLS Coach and others attend professional development in their content areas provided by Network 609 and/or professional development opportunities outside of school. Instructional lead teachers in ELA, Math, Science, Social Studies and CCLS Coach attend Professional Development opportunities outside the school and turnkey their learning to their colleagues through Faculty/Departmental Conferences and teacher team inquiry meetings.

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).
Lead teachers, CCLS Coach and others attend professional development in their content areas provided by Network 609 and/or professional development opportunities outside of school. Instructional lead teachers in ELA, Math, Science, Social Studies and CCLS Coach attend Professional Development opportunities outside the school and turnkey their learning to their colleagues through Faculty/Departmental Conferences and teacher team inquiry meetings.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

During Monthly Faculty/Departmental meetings, inquiry team meetings and common prep periods, teacher teams meet to review student data and identify deficit areas. Depending on the identified deficit area, teachers select an appropriate assessment measure. Administration, CCLS Coach and teacher team leaders provide professional development in how to use assessment results to improve instruction. Teacher teams engage in a discussion of scaffolding strategies to address students' needs. Teachers create assessments to monitor/evaluate student progress and plan future instruction.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	914,282.00	X	10,11,14,15,18,19
Title II, Part A	Federal	0		

Title III, Part A	Federal	14,564.00	X	10,11,14,15,18,19
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	7,116,574.00		

¹Explanation/Background:

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

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

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

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

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

DYKER HEIGHTS INTERMEDIATE SCHOOL

Robert Ciulla, Principal

Title I Parent Involvement Policy

2015-2016

I. General Expectations

I.S. 201 agrees to implement the following statutory requirements:

The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.

- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition: **Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—**
 - **that parents play an integral role in assisting their child’s learning;**
 - **that parents are encouraged to be actively involved in their child’s education at school;**
 - **that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.**
 - **The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.**

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. The I.S. 201 will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112 – Local Educational Agency Plans of the ESEA: **The P.T.A. will send a representative.**
2. I.S. 201 will take the following actions to involve parents in the process of school review and improvement under Section 116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA: **The P.T.A. has set up a Title One Committee and will hold a Title One Committee meeting prior to October 30, 2015.**
3. I.S. 201 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: **The P.T.A will give feedback to the Principal through the School Leadership Team meetings, from P.T.A. meetings and also through our Parent Coordinator.**
4. I.S. 201 will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the other programs:
 - **Conducting an after-school program called Promotion Excellence to aid struggling students. This will aid parents in becoming involved with the academic program for struggling students.**
 - **Teachers will be urged to create and maintain Class Websites on E-Chalk and the school website so parents will have a resource to keep informed of assignments, projects and tests as well as the teacher’s requirements for success in the class.**
 - **Teachers will be urged to keep lines of communication open with parents, and utilize allocated time on Tuesday’s to contact and meet with parents.**
5. I.S. 201 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I Part A program. The evaluation will include identifying barriers to greater participation by parents in parental

involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation of its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. **The P.T.A will conduct a Title One Meeting. The Chairperson will communicate the evaluation to the Principal.:**

6. I.S. 201 will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved parents and the community to improve student academic achievement through the following activities specifically described below:
 1. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 1. The State's academic content standards;
 2. The State's student academic achievement standards;
 3. The state and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: **The school will conduct workshops for parents coordinated by the Parent Coordinator.**
 2. I.S. 201 will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by: **conducting workshops for parents. The School Administration and Parent Coordinator will maintain communication with the P.T.A. and parents to consider informative workshops for parents. Topics may include: How to put together a project for a school fair, technology training, understanding curriculum and assessment expectations, accessing community and support services.**
 3. *I.S. 201* will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools by: **professional development at Faculty and Departmental Meetings, individual meetings with the Guidance Counselors, with the Parent Coordinator and schedule additional meetings, with flexible times, such as meeting in the morning or afternoon to meet with individual parents.**
 4. *I.S. 201* will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public pre-school and other programs and conduct and/or encourage participation in activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children by: **conducting informative workshops for parents.**
 5. *I.S. 201* will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities, is sent to parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: **The school will send letters home. They will be translated into different languages to foster communication with parents. The school will provide interpretation services during meetings and events as needed.**

III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for

involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by **this meeting**.

This policy was adopted by I.S. 201 on **10/27/15** and will be in effect for the period of **2015-2016**. The school will distribute this policy to all parents of participating Title I, Part A children on or before **December 23, 2015**.

Principal's Signature: *Robert Ciulla*

Date: October 27, 2015

DYKER HEIGHTS INTERMEDIATE SCHOOL

Robert Ciulla, Principal

School Parent Compact

2015-2016

I.S. 201, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA)(Participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved academic achievement and

the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during the school year **2015-2016**.

Required School-Parent Compact Provisions

School Responsibilities

I.S. 201 will:

- provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: **by having homerooms, having guidance counselors work with all students, using academic learning time efficiently, implementing a curriculum aligned to the Common Core State Learning Standards, offering high quality instruction in all content areas, providing instruction by quality teachers, and providing incentives for high achievement.**
- hold parent-teacher conferences during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: **Monthly P.T.A. meetings**
- provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: **Report cards will be distributed 4 times a year. Children will bring home and returned signed, and providing parents with timely information regarding performance and student assessment results.**
- provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: **4 Parent-Teacher conferences this year. Parents can make appointments to meet with staff as needed. Time is allocated every Tuesday afternoon for parent-teacher meetings. Ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents. Teachers will utilize the school website to communicate with parents on a regular basis.**
- provide opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows: **Parents can volunteer for trips, P.T.A. functions and other school functions.**
- involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
- hold an annual meeting to inform parents of the school's participation in Title I, Part A programs and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
- provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and to the extent practicable, in a language that parents can understand.
- provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- on the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond

to any such suggestions as soon as practicably possible. **For example, arranging meetings at flexible times for those parents that can't attend a regular meeting.**

- Provide to each parent an individual student report about the performance of their child on the State Assessment in at least math, language arts, and reading.
- Provide each parent timely notice when their child has been assigned or has been taught for four(4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I (i.e. as per NCLB).
- Sharing and communicating best practices for effective communication, collaboration and partnering with all members of the community.

Parent Responsibilities

We as parents will, support our children in the following ways:

- Supporting my child's learning by making education a priority in our home by:

***Making sure my child is on time and prepared every day for school; monitoring attendance.**

***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.**

***talking with my child about his/her activities every day**

***scheduling daily homework time**

***providing an environment conducive for study**

***making sure that homework is completed**

***monitoring the amount of television my children watch**

- Volunteering in my child's classroom or assist from home as time permits.
- Participating, as appropriate, in decisions relating to my children's education
- Participating in school activities on a regular basis
- Encourage my child to follow school rules and regulations
- Promoting positive use of my child's extracurricular time
- Staying informed about my child's education and communicating with the school promptly, reading all notices from the school or the school district whether received by my child or by mail and responding as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the schools' School Improvement Team, the Title I Policy Advisory Committee, the District Wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.
- Reading together with my child every day
- Communicating positive values and character traits, such as, respect, hard work, responsibility
- Respecting the cultural differences of others.
- Helping my child accept consequences for negative behavior.
- Being aware of and following rules and regulations of the school and district.
- Supporting the school's discipline policy.

- **Express high expectations and offer praise and encouragement for achievement.**

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- **Attend school regularly and arrive on time**
- **Do my homework every day and ask for help when I need to**
- **Read at least 30 minutes every day outside of school time.**
- **Follow the school rules and be responsible for my actions.**
- **Show respect for myself and other people and property.**
- **Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.**
- **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 Dyker Heights</u>	DBN: <u>20K201</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>82</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>6</u>
of certified ESL/Bilingual teachers: <u>2</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: The Saturday ELL academy Program will be made available starting January 10th and end April 26th for the ELL's and transitioning Former ELL's. All grades are welcome to attend; 6th, 7th and 8th. The program will be divided into sub-groups, beginners, intermediate and advanced. This program will be focused on developing and reinforcing the English language using the four modalities (Reading , Writing, Listening and Speaking) as well as preparing the students for the NYSESLAT and ELA state test. The program will take place on Saturdays from 9:00 to 12:00pm. This program will be offered by 6 teachers. 2 certified ESL Teachers, 2 Special Education teachers and 2 content area teachers. The 2 ESL certified teachers will be pushing in with the four teachers to deliver instruction. NY Ready materials will be utilized to deliver instruction. The Supplemental programs I.S 201 will focus on will be Achieve 3000 and MyOn Reader for all students and Getting Ready for the NYSESLAT and Beyond, By Attanasio & Associates, Inc for ELL's.

The Achieve 3000 program is a differentiated reading and writing program that reaches students at his or her individual reading level. The program has been proven to accelerate reading comprehension, vocabulary and writing proficiency. This program will be provided to the struggling ESL students to provide english intervention services. Teachers will prepare and incorporate lessons that will promote socialization, accountability , word pronunciation and recognition. Since this is a differentiated program all ELL subgroups and grade levels will be served. The Language of instruction is delivered in English.

MyOn Reader is a digital library program providing students access to over 8,000 enhanced digital books equipped with multimedia supports, real-time reporting and assessments which indicates the students lexile level, and embedded close reading tools.

Getting Ready for the NYSESLAT and Beyond program will be incorporated in the program for ELL students. The focus of this program will be to prepare the students to build strong language and literacy skills through Speaking, Writing, Listening and Reading skills . The lesons will include rigorous and differentiated tasks that are alligned with the CCLS.

A supervisor will be included in this program, since this will be the only program running in the building.

-
-
-

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: To ensure the students will be receiving best practices in instruction. The staff will be receiving ongoing professional development .

10/3/14--Professional Development on Text Complexity and Reading in the Content Area was provided by CFN 609. This discussed methodologies on teaching language, learning, and literacy through ELA instruction to ELL's.

Part C: Professional Development

10/20/14--Professional Development on MyOn Reader provided teachers information on how to utilize MyOn Program to support reading for the ELL Population based on lexile levels.

Achieve 3000 workshop- TDA--The focus of this workshop will provide teachers with knowledge and key information on- "Back to school Program Enhancements" The program includes-Key Features- The new 5 step literacy routine for students to follow during use. 1.Students will be able to Read and respond to email, 2. Read the article of the day, 3. Do activity questions 4. Answer thought questions 5. Vote in the poll. How to use Lexile to differentiate instruction, and How to setup your classes. This program supports the objectives set forth by the Common Core State Standards. ESL , Special Education and ELA Teachers will attend this workshop.

11/13/14--Mrs. Ioffe, certified ESL teacher will be attending a workshop on, Research Approach to Reading Comprehension in Grades 6-10.

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: _

On October 16, the annual ELL informational meeting was held with the parents to review the academic and instructional needs of their children. This meeting took place in the school library. Mr. Ciulla, Principal, Mrs. Ioffe and Ms. Martinez, both certified ESL teachers , Mr. Weislogel, the Assistant Principal, Mrs. Kelly, the Parent Coordinator and Bilingual Paras were present conducting the meeting. Throughout the year Parent meetings and activities will take place to inform parents of progress their child has made, and also provide them with information regarding their child's education. Topics to be covered will consist of

*6th Grade Orientation--September 10th

*Meet and Greet Parent Night--September 18th

*ARIS--September 18th

*ELA and Math workshops-by ELA and Math Facilitators--March 2015

*Solo Circus--October 5th

*High School Workshop-October 7th, Guidance Counselor

*ELL Parent Orientation

*Project for fairs workshop- October 30th--Science & Social Studies teachers

*Internet Safety Parent Workshop--November 6th

*Open school- November 20

*Book Fair-Come with your Child - December 8th -12th

*NYSESLAT Parent Workshop-- March 2015 by ESL Teachers

The school staff will provide and present the workshops.

Translators will be present at all parent activities.

Parents will be notified through School Messenger in their preferred language, School Website, Backpacked.

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

Allocation Amount: \$ _____

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

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

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

District 20	Borough Brooklyn	School Number 201
School Name DYKER HEIGHTS INTERMEDIATE SCHOOL		

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 ROBERT CIULLA	Assistant Principal ROBERT WEISLOGEL
Coach VEENA VEERAMAH	Coach MS. KOUKOULIS
ENL (English as a New Language)/Bilingual Teacher MS.IOFFE/MS.MARTINEZ	School Counselor MS. MASRY
Teacher/Subject Area MS. MOSHKOVICH/SCIENCE	Parent type here
Teacher/Subject Area MS. MARKOVICH/ELA	Parent Coordinator MARGO KELLY
Related-Service Provider MS. MASRY	Borough Field Support Center Staff Member JOANN BENOIT
Superintendent MS. COSTANTINO	Other (Name and Title) MS. KOUKOULIS/ESL/MATH

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	6	Number of certified bilingual teachers not currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	3	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers not currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	1471	Total number of ELLs	128	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	128	Newcomers (ELLs receiving service 0-3 years)	75	ELL Students with Disabilities	41
SIFE	4	Developing ELLs (ELLs receiving service 4-6 years)	33	Long-Term (ELLs receiving service 7 or more years)	20

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	75	3	0	33	1	25	20	0	16	0
Total	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
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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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							6	11	11					0
Chinese							17	20	25					0
Russian							4	1	0					0
Bengali														0
Urdu							0	1	0					0
Arabic							10	4	12					0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							2	1	3					0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)							10	9	1					0
Emerging (Low Intermediate)														0
Transitioning (High Intermediate)							7	9	7					0
Expanding (Advanced)							21	15	17					0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	32				0
7	15	8			0
8	19	4			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
4									0
5									0
6	13		13		6		1		0
7	7		11		4		5		0
8	12		12		7		1		0
NYSAA									0

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 Ell periodic assessments are used to assess the early literacy skills of the Ell students. By using the assessments, teachers are able to identify deficit areas, scaffold instruction accordingly. Teachers meet in teams, discuss strategies to address areas of need, and set instructional goals. Teacher created assessments are utilized to determine areas of strength/deficit in letter and sound recognition, phonics development, oral reading, comprehension, and writing. This will give teachers an indication where to begin with the students as well as determine how much growth a child needs to meet his/her individual goals.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 The NYSESLAT report indicates that the ELLs data pattern across proficiency levels have increased based on the report from 2011 to 2013. Data shows that students in a three year span have increased from a beginners, entering level to a higher level of proficiency. Reports also indicate students progressing with gains throughout the modalities though very few are still at the same proficiency level. The NYSITELL is a test given to the new students that enter the New York City school system for the first time. Results indicate that students that have recently entered the United States and speak very little or no English are at a low raw level. When students take the NYSESLAT in the Spring their scores indicate a rise from entering or emerging score to a higher intermediate level score.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 The pattern across NYSESLAT modalities are analyzed and used to drive instruction. We design our instruction based on the scores of each modality. The ELL teacher will focus instruction based on strengths and deficits. For example, if the students show a low reading level the teacher would then target reading comprehension, read alouds, pre and post reading discussions and other strategies according to their deficit modalities. We provide more time for reading through whole class read alouds, paired/ group closed reading of texts and small group guided reading, which focuses on building new vocabulary with use of bilingual dictionaries to provide home language support. We also differentiate instruction to meet all the students needs. Students are provided with material at their comprehension level.
- For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

4a. NYSESLAT data from 2011 to 2013 shows that students have improved in their scores, progressing from entering/emerging to higher levels of proficiency. Some students have remained at a transitional level. The results from the NYSESLAT are consistent with NYS ELA scores. Students performing at a transitional or commanding level on the NYSESLAT are performing at a level 1 or 2 on the NYS ELA exam. ELLs do not take assessments in their native languages, however classroom teachers make connections between English and the students' home language. For example, teachers use a computer based program that translates short response questions and classroom activities into various languages. By using the translation program, teachers are able to help students build vocabulary and understand comprehension questions.

4b. The School Leadership and teachers are using the results of the Periodic Assessments to focus on students' deficit areas, discuss scaffolding techniques, set next steps/ instructional goals, and develop future assessments. Once teachers receive results from periodic assessments, they conference with students and provide instructional activities to develop deficit area. Teachers may pair a student with another student sharing the same native language/deficit area to work with on an instructional activity. In professional development sessions, teachers meet in teams to discuss students' area of need and scaffolding strategies to incorporate into instruction. Assessments are created to track student progress. Parents are informed of student academic progress and provided resources to assist their child at home.

4c. Our school has learned through Periodic Assessment that our ELL population needs intensive support in vocabulary development through the content areas. During team meetings, content teachers discuss scaffolding strategies to be used during instruction to assist ELLs with vocabulary. Native language books are utilized to help students make connections in English. Google Translate is used to assist students with vocabulary/content comprehension. *aste response to questions here:*

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.*]

N/A

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

Formal and informal periodic assesment is used to evaluate a students progress in English. It is used to then drive instruction and address deficits in the students new language acquisition.

7. For dual language programs, answer the following:

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

N/A

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

The success of our program for ELLs is based on how much ELLs have improved in a three year span on the NYSESLAT and NYS ELA exam. Data sources to be reviewed include RLAT, past RNMRs, School Report Card and subgroups. Throughout the course of a year, ELL periodic assessments are used to identify whether students have made gains within deficit area. Teacher teams review benchmark unit assessments as well as writing portfolios to determine whether students are mastering CCLS standards. The results from Achieve 3000 are used to determine whether students are progressing in reading levels (progression to 2 reading levels above current level is considered improvement).

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.

Students registering accompanied by parents /guardian, meet with pupil personnel secretary. If he/she is a new admit to the NYCDOE system, the HLIS is administered by the ESL coordinator and A.P. of the ELL department in their home language. If parent indicates language other than English a translator is provided during this process. An Informal interview in English and/or home

language is administered. During orientation the Parents/guardians of the student are given entitlement letters, a choice letter which indicates selection of programs, and watch video in various languages on NYCDOE site which explain the program choices that are available. Within ten days of registration NYSITELL is administered to the newly admitted student by an ESL coordinator. ELL student is placed according to the result of NYSITELL and is provided with ESL service.

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).
ATS SIFE students report RSFE is used to identify SIFE students. ELL coordinator administers a Core Periodic Assessment within 30 days of enrollment, to ensure proper placement of the student according to their proficiency level.
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).
The LPT interview the student and review evidence of the student's English language development and their IEP. This will determine NYSITELL eligibility. Parents are free to accept or reject LPT recommendations on ELL students' placement within 10 days. The A.P. Ms. Collins, AP R. Weislogel, ELL coordinator Mrs. Ioffe, Guidance Counsellor Mrs. Masry are present at the meeting with parents.
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.
The ELL coordinator along with the pupil accountant secretary reviews the entitlement and non-entitlement reports. Notifications are sent home to the parents in their home language.
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).
ir identification of ELL status in their home language. This will provide parents the opportunity to have the ELL identification process administered a second time if needed.
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.

During orientation, parents are given a choice letter which indicates program selection. Our team, of ESL teachers are trained and available to conduct orientation meeting. Parents are to choose from TBE, Dual Language or Free standing ESI program. Parents view videos (NYCDOE edition) in various languages explaining the three program choices that are available. Paras assist in translation - questions and answers are provided in parent(s)/guardian native language. If paras are unavailable, there is a list of staff speaking various languages posted in the main office. If paras/staff are not available, the school contacts DOE translation services. If a parent does not respond or attend orientation, the school will send a certified letter to reach out to parent. This is an ongoing process throughout the year.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.
By reviewing ATS reports, the RLAT, RLER, past RNMRs, NYSESLAT eligibility is determined. The ESL department coordinator prepares the Parent Survey and Program Selection Form for parent(s)/guardian in their native language and submits them to ELL supervisor. These letters are distributed at either the orientation meeting or through student hand delivery. A Para that speaks the native language assists the A.P in collection of forms. All documents are stored in the office. Signed and returned letters are accounted for on a check off list and follow-up calls are made to those parent(s)/guardian(s) who have not returned their letters. The Para assists with these calls in the parent's preferred language.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
The ELL coordinator keeps accurate records of the forms that have not been properly completed and returned. Communication is made to families through translators.
9. Describe how your school ensures that placement parent notification letters are distributed.
The Parent coordinator along with the ELL coordinator distribute letters and keep accurate records.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
All notifications and relevant documents like HLIS are kept in the students cumulative folder, and on file with other documents.
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.

To ensure that all ELLs receive the NYSESLAT annually, the ESL coordinator, ESL teachers, and Assistant Principal review ATS reports, such as the RLER and RLAT. A testing schedule lists the certified ESL teachers who will proctor the test and specifies location of scheduled test. Only certified ESL teachers administer the Speaking section of the test. Reading, Writing, and Listening sections will be administered in a classroom setting. Students who are absent for one subtest are ensured time to take the exam missed on make up days (which are noted on testing schedule). Scorers will have to be designated since teachers cannot score assessments of the students that they currently teach.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. ELL meeting is held with parents at the beginning of the year in which notifications are distributed. ELL coordinator then reaches out to families throughout the course of the year scheduling meetings to ensure all parents receive notification letters.
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).

All ESL programs are aligned with the parent requests and program choice as indicated by their response on the parent survey and program selection forms. Parent survey results show that parents are in favor of the Freestanding ESL Program. If the survey had shown that at least 15 students were opting for a Bilingual or Dual Language program, the school would then open a class to meet the students' educational needs as per Aspira Consent Decree.

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.
 - 1a. Instruction is delivered in a push-in(co-teaching) program. As part of the push in program, ESL teachers facilitate instruction by implementing ESL methodologies to accommodate students. We also provide ESL services as part of stand alone model for students who have entering/emerging scores in NYSESLAT and NYSITELL . ELL-SWDs are put into group sizes based on their IEP, and the ENL teacher services them based on the mandated number of units as a push-in model (using all 6 co-teaching approaches). All ENL classes are heterogeneously grouped with varied proficiency levels. Teachers differentiate instruction to meet students' diverse academic needs by providing visual aids, hands on manipulatives, and incorporating a buddying system in which students who share the same native language are grouped together. Teachers utilize Google Translate to assist students in vocabulary development/ comprehension and incorporate native language books and bilingual dictionaries to help students make connections in a cultural and linguistic context. Push-in teachers use co-teaching approaches like "one teach, one observe; one teach, one drift; station teaching; parallel teaching; alternative teaching;team teaching". Integrated English as a new language is delivered in Push-in /Stand Alone model in which students receive core content area (i.e., English language arts, math, science, or social studies) and English language development instruction from a dually certified teacher or two certified teachers
Paste response to questions here:
 - 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)?

We have six ESL certified teachers. Four ESL teachers serve as content teachers incorporating ESL methodologies during instruction and two ESL teachers provide push-in and stand alone services. Students with entering proficiency level in English are provided with one unit of study in ENL (180 min.) as a Stand Alone model with ESOL certified teacher and one unit in

ENL/ELA (180 min.) as a Push-in model with content area and ESOL certified teachers. The ESL teachers provide the mandated 180 or 360 instructional minutes of ENL for ELL students, and 90 min units for former ELLs .

When programming, the mandated number of ESL periods is incorporated within the students' schedule. Entering and Emerging proficiency level students are provided with 360 minutes ESL instruction per week. Transitional and Expanding proficiency level students are provided with 180 minutes of ESL instruction per week. And former ELLs continue to receive ESL services of 90 minutes per week for additional two years.

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.

During content area instruction, teachers incorporate ESL methodologies. Teachers differentiate by providing visual aids and hands on manipulatives. Teachers incorporate native language books to assist students in making connections. Teachers also allow students to use bilingual/English-English dictionaries in order to build academic vocabulary. Scholastic Common Core Code X is implemented in ELA. Routines and scaffolding strategies (such as the use of rubrics for reading ,writing, speaking, listening; the use of graphic organizers) that are practiced through Common Core Code X are incorporated throughout all content areas. All ELLs are using Achieve 3000 and Stadler-Oxford Vocabulary Workshop.

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

ELL students are screened appropriately by the secretary, A.P. Mr. Weislogel and ESOL certified teachers Mrs. Ioffe and Ms. Martinez .As a freestanding program, assessments are not given in students' native language. ELLs use native language books throughout the school year to assist with comprehension of content. Based on classroom discussion/student feedback, teachers are able to evaluate students' native language development. Paras also maintain ongoing discussions with students in their native language regarding schoolwide issues such as participation in school events, behavior, and attendance issues.

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

ELL teachers look at students' levels by collecting data, such as the results from the ELA state test, NYSESLAT, Formal and Informal ELL Periodic Assessments , class assessments, portfolios and other data resources available. All levels of ELLs practice speaking, listening with feedback, reading, and writing. In content area classes, teachers evaluate speaking and listening skills through debates and speech presentations. Students are given speaking/listening rubrics so that they can peer assess and self assess. Teachers routinely hold reading and writing conferences to identify deficit areas and provide scaffolding strategies. Push-in teachers use co-teaching approaches like "one teach, one observe; one teach, one drift; station teaching; parallel teaching; alternative teaching;team teaching".

Teachers set instructional goals with students and provide strategies to assist students in reaching their goals. Teachers differentiate instruction by providing level appropriate reading selections that are accompanied with bilingual dictionaries, visual aids, graphic organizers, and a grouping system in which students who share the same native language work together.

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

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

6a The ESL teachers administer a learning style survey. Based on the results of the survey, the teachers differentiate instruction. They provide more visuals such as graphic organizers, maps, charts, diagrams, kinesthetic activities such as TPR (total physical response), or auditory assignments. ESL teachers utilize bilingual dictionaries and native language books to help students make connections in a cultural and linguistic context.

6b. ELLs with less than three years and who will be taking the state tests are provided with the opportunity to utilize Achieve 3000, a computer based literacy program, which focuses on building vocabulary and reading comprehension through each student's individual reading level. Pre assessments and baseline assessments (ELL Periodic assessments) are administered to identify deficit areas and determine students' instructional goals. Teachers scaffold instruction and provide students strategies to meet their goals. Students work in small groups and are often paired with students sharing similar instructional goals/native language. Teachers assess students through a learning style survey and provide visual, kinesthetic, auditory activities and choices. Students are given bilingual dictionaries and native language books to make connections in a cultural and linguistic context.

6c. ELLs receiving service four to six years utilize Achieve 3000, a computer based literacy program, which focuses on building vocabulary and reading comprehension through each student's individual reading level. Pre assessments and baseline assessments (ELL Periodic assessments) are administered to identify deficit areas and determine students' instructional goals. Teachers also refer to the ELA Exam Item Analysis to identify areas for improvement. Teachers scaffold instruction and provide strategies to help students achieve their goals. Students work in small groups and are often paired with students sharing similar instructional goals/native language. Students are given bilingual dictionaries and native language books to make

connections in a cultural and linguistic context. Teachers conference with students in reading, writing, listening, and speaking in order to evaluate deficit area, determine progress, and set next steps. Teachers assess students through a learning style survey and provide visual, kinesthetic, auditory activities and choices.

6d. For long term ELLs, academic intervention is needed. Parents are contacted and a conference is scheduled to discuss students' progress. Parents are made aware to be more involved in their child's education. The A.P and Parent Coordinator informs parents of programs that are available - the 37.5 minute program, afterschool program and Saturday academy. If a student participates in these resources and learning issues continue, his/her name will be submitted to the School Based Support Team for further recommendations. Teachers administer pre-assessments and baseline assessments (ELL Periodic assessments) to identify deficit areas and determine students' instructional goals. Teachers also refer to the ELA Exam Item Analysis to identify areas for improvement. Students work in small groups and are often paired with students who share the same native language and instructional goals. Teachers scaffold instruction and provide next steps to help students achieve their goals. Students are also assessed through a learning style survey and are taught through the various learning modalities - visual, kinesthetic, and auditory. Students utilize Achieve 3000 to build vocabulary and comprehension skills. Students can also utilize bilingual dictionaries/native language books to assist students in making connections in a cultural and linguistic context.

6e. For former ELLs that have tested proficient, teachers continue to serve ESL instruction of 90 minutes per week according to ELL CR part 154.2 and also utilize Achieve 3000 to build vocabulary and comprehension. Teachers focus on making instruction more understandable by speaking clearly, repeating key points, defining key vocabulary in context and using a variety of visual aids such as pictures, charts, graphs and objects. Content teachers review and discuss IEPs of students (if applicable) in order to be informed of the students' special academic needs so they can prepare and plan accordingly. When necessary, instruction is scaffolded (chunking of text, making connections between words and phrases). Teachers administer pre-assessments, baseline assessments (ELL Periodic assessments) and refer to the ELA Exam Item Analysis to identify deficit areas and determine students' instructional goals. Teachers also conference with students in reading, writing, listening, and speaking to evaluate students and provide next steps. Students work in small groups and are paired with others who share similar instructional goals. A learning style survey is administered to students. Based on the results, teachers differentiate instruction to accommodate students' learning styles - visual, kinesthetic, and auditory.

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.

Upon waiting the re-identification the school provides every effort to keep the student in their current program to support their learning needs and ensure that the student's academic progress has not been adversely affected. An example of support is by providing push in ESL services, tutoring, and after school programs. Once the re-identification process is completed, the child is then placed accordingly but still provided extra services if needed to ensure academic progress. Between 6 and 12 months, the principal reviews the Re-identification Process to ensure that the student's academic progress is not adversely affected by the determination. Mr. Cuilla will consult ELL and content area teachers, the parent/guardian, and the student. If needed the principal provides additional support services as defined in CR Part 154-2.3 j and may reverse determination within this same 6 to 12 month period. If the principal's decision is to reverse the ELL status Mr. Cuilla must consult with the superintendent and the final decision will be handed in writing to the parent in their 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 scaffold instruction by incorporating ESL methodologies and utilizing dual language books and bilingual dictionaries, which can be found and are accessible in our school library. Students are given supplementary materials that align with the CCLS . Use of Smartboard/Visual Aids is a key component. Teachers may often pair students with similar deficit areas/native language. Achieve 3000, a computer based literacy program, aids in targeting students' deficit areas and is utilized in the acceleration of English language development.

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?

Appropriate ELL-SWDs are mainstreamed with General Education students throughout the school day. For example, some ELL-SWDs who are generally proficient in math are placed in general education classes. The Physical Education classes and lunch periods are used to maximize time spent with peers in their respective grades. Students receive push in and stand alone services for ELL. ESL instruction is aligned and modified with students' IEP.

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.

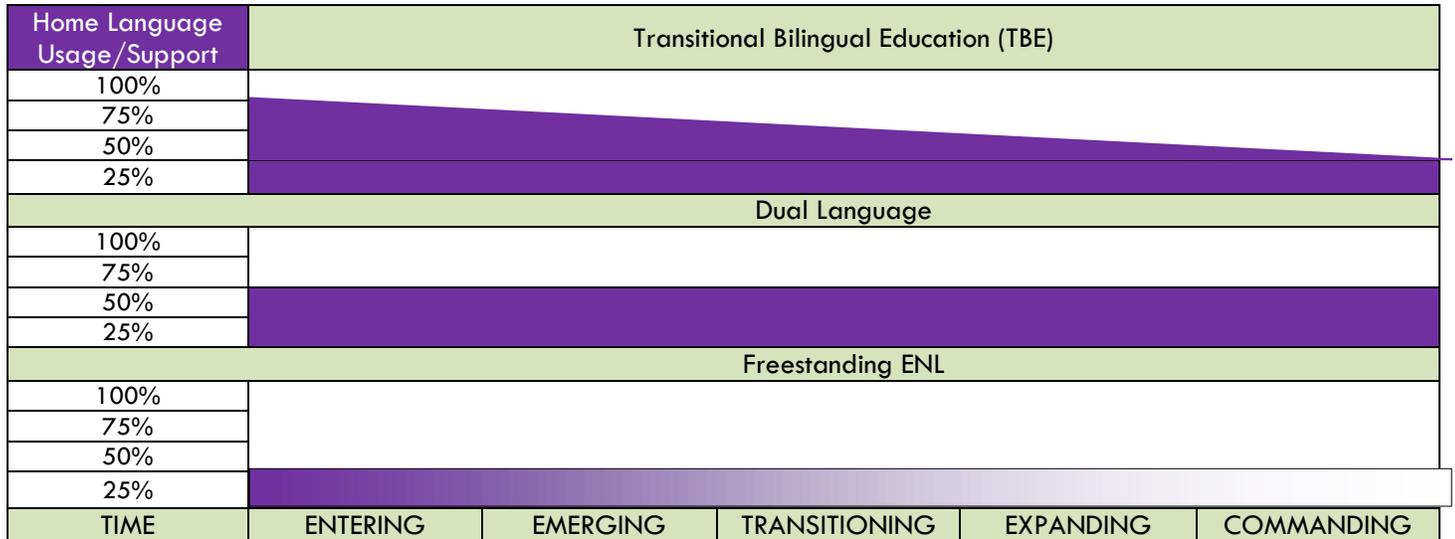


*Note “other approved services” does not apply to New York City at this time.

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. In the Spring, ESL teachers review NYSESLAT results and analyze the ELL students' performance score on each modality. This helps identify the interventions necessary to target the specific modalities. ESL teachers collaborate with the content area teachers to target and construct further multiple points of entry. In grades 6 to 8 at the entering, emerging, transitioning levels; ENL is integrated with ELA. At the expanding level the integrated ENL are placed in the content area that best meets their needs. ELL-SWDs receive ESL instruction through push in services. We provide morning and afternoon block sessions of ESL instruction, as a result we are able to break up the special education population by grade without overloading the ESL class. Teachers also have the data on periodic assessment tests to evaluate the students' academic needs and provide instruction and strategies to help students reach their learning goals.

Students who have been held over will be provided with additional services. ESL teachers keep track of student progress by analyzing the data of the Periodic assessments, classroom tests, literacy and math portfolios as well as their progress report. ESL and classroom teachers will conference on students' progress using the monthly Reading and Writing Checklists. The Reading Checklist monitors each student's Fountas and Pinell reading level. The Writing Checklist monitors each student's growth in mechanics and content. Teachers continuously differentiate instruction and keep track of the students' progress.

Students who receive low performance scores on the writing subtest of the NYSESLAT will be provided with writing interventions. All teachers working with these specific ELL students will focus on practicing note taking and writing a short response after listening to selections in preparation for the state tests.

ELL students who did not meet the performance standard in reading will be provided with additional instruction in reading during the school day and Extended Day. Teachers will conference with students and keep notes on the students' reading behaviors. This will help teachers assess student progress on a weekly basis. In turn, the teachers will focus on reading and test taking strategies, which will prepare the students for state tests. ESL teachers will review their data using the monthly Reading Checklist to monitor students' growth.

For ELL students who did not meet the writing performance standard on the Spring NYSESLAT, the ESL, AIS and classroom teachers will monitor their progress through the writing pieces. These teachers will confer with students and take notes on their writing behaviors and prepare mini lessons to address the students' academic needs. The teacher will analyze the students' monthly progress using the Writing Checklist and address students' writing needs. They will compare their data using the Writing Check list to monitor students' growth.

ELL students' academic performance in Math, Science and Social Studies is discussed and assessed to further provide intervention during the school day by the ESL, AIS and classroom teachers. ELLs progress in math is monitored through periodic assessments, monthly portfolio pieces, monthly quizzes, and unit assessments. In addition, Science and Social Studies content is differentiated through appropriate reading level material.

11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Teachers of ELLs review the data on NYSESLAT, NYSITELL and ELL periodic assessments in order to evaluate their students' academic needs and provide test-taking and scaffolding strategies to help students reach their instructional goals. Former ELLs will be provided with ESL service of 90 minutes for 2 more years, and will be ensured appropriate testing accommodations. ELLs who have reached proficiency level on the NYSESLAT are closely monitored. They meet with their counselor and A.P and given the opportunity to join the afterschool and Saturday Academy programs for extra help. Additional instruction is provided in Extended Day. The ratio of teacher to student is 7 students per teacher during Extended Day.
12. What new programs or improvements will be considered for the upcoming school year?
- This year the focus is on implementing 2 new common core aligned curriculums in ELA and Math: Scholastic Common Core Code X (ELA) and Go Math, TeenBiz, and Vocabulary workshop. Lower level proficiency students are provided with Stand Alone ESL service and also push-in service to content area subjects. More proficient students mostly 7 and 8 graders have 3 hours of Stand Alone service and push-in service to content area subjects.
13. What programs/services for ELLs will be discontinued and why?
- No programs 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.

ELLs are afforded equal access to all school programs. In accordance with NCLB policy, the following programs are implemented: Extended Day, after school programs, Saturday academy program, C.H.A.M.P.S athletic program , enrichment program, chess program, afterschool band program , and lego robotics program. Teachers survey ELL students to determine their interests. ELL students are given permission slips in both English and in their Native Language. Paras and Teachers who speak the students' native language call home and make parents aware of programs being offered. ELL subject teachers encourage their students to join the programs that are of interest.

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
- Since ELL students are mainstreamed, they are immersed in Scholastic Common Core Code X (a rigorous curriculum that is common core aligned). Students utilize Achieve 3000, a computer based literacy program, which identifies deficit areas and provides individual instruction in building comprehension and vocabulary. All classrooms are equipped with Smartboards and laptops to support students' visual, auditory, or kinesthetic learning styles. Students have access to native language books and bilingual dictionaries. An example of support is by providing push in ESL services, tutoring, and after school programs. Teachers scaffold instruction by incorporating ESL methodologies and utilizing dual language books and bilingual dictionaries; which can be found and are accessible in our school library. Students are given supplementary materials that align with the CCLS . Use of Smartboard/Visual Aids is a key component. Teachers may often pair students with similar deficit areas/native language.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
- The ESL program model is in place . ELL Teachers provide the students with native language support during class through the use of bilingual dictionaries and books in native languages. When possible, students are grouped with others who share the same native language. By doing so, teachers assist students in building vocabulary/comprehension and guide students to make connections in English.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
- Resources are age and grade level appropriate. Achieve 3000, a computer based literacy program, initially assesses Ell students' individual reading and proficiency levels. Stadler-Oxford Vocabulary Workshop, a computer based vocabulary enrichment program is used to strenghten individual deficits. Then, the program customizes specific instructional activities paired with grade appropriate comprehension passages for each student's individual reading level. The goal of the program is to develop vocabulary and comprehension skills allowing students to progress in reading levels by the end of the school year.
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).
- Before parents register their children, they are given an overview of programs offered. An orientation is provided in English and translation services are facilitated using bilingual teachers, guidance counselors , para professional, and Google Translate. Ells who enrolled throughout the school year are tested with NYSITELL and provided with ESL service according to the level of English proficiency.
- Ells also provided with Stand Alone and content area subjects/push-in ESL service. School counselor service is also available for them.
- These students have the access to Achieve 3000 and Stadler-Oxford Vocabulary Workshop. ELLs are involved in all fairs like Social Studies, Science, and Language.
19. What language electives are offered to ELLs?
- We do not offer language electives to our ELLs
20. For schools with dual language programs:
- What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - In which language(s) is each core content area taught?
 - How is each language separated for instruction?
 - Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
 1. The following personnel are involved in receiving professional development in ESL methodology within the school year, Assistant Principals, subject area teachers, Paraprofessionals, ESL Teachers, Special Education Teachers, Speech Therapists. ELL teachers are provided with professional development through the OELL as needed. They also meet monthly, or as necessary, with their Assistant Principal, who supervises the ESL program. During this time ESL teachers provide training in instructional strategies for their ELL population. Teachers also look at data to discuss student intervention, progress and goals . Secretaries are also provided with the workshop on ELLs enrollment.
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?
 2. Monthly department meetings focus on training teachers in instructional tools (e.g. using computers to access individualized programs such as Achieve 3000), analyzing data from various sources (e.g. interim assessments, NYSESLAT results, NYS ELA and Math results, teacher observations); Teachers attend NYCDOE sponsored workshops relating to ELL instruction (i.e. Teaching Approaches for ELLs); Teachers of ELL students who deliver content area instruction (Sci., Math, SS, ELA) attend Interdisciplinary PD meetings with their subject specific colleagues and ESL teachers make sure that their colleagues are aware of all requirements for ELLs... During department meetings, teachers also meet in team to discuss trends in data, identify deficit areas, discuss scaffolding/ instructional strategies, and collaborate to design lessons and assessments that are Common Core aligned. Teachers use Scholastic Common Core Code X as a guide.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
 3. Parent Coordinator, Guidance Counselors, and ESL teachers receive professional development on strategies on how to provide ELLs support as they transition from elementary to middle and/or middle to high school. ESL teachers are provided with opportunities to visit their colleagues and discuss the matters with the Principal, Assistant Principal(s) and Guidance Counselors. Parents also attend ELL orientation meetings, grade meetings for parents (i.e. promotional / academic requirements) and parental workshops (i.e. Planning Meetings with teachers for upcoming Science/ Social Studies Fairs). Parental workshops have also included informational workshops regarding parental use of Pupil Pass to access student data .
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.
 4. Non-ESL general education teachers receive 7.5 hours, non ESL special education teachers receive 10 hours. The training takes place during staff professional development. A certified ESL teacher conducts workshops that demonstrate how to implement ESL methodologies (such as Total Physical Response) in teaching. The ESL teacher scaffolds instruction for teachers in their subject area. Once the workshop is conducted, the A.P records attendance. An agenda and minutes of the meeting is distributed and placed in the teacher's file. Teachers are also given the opportunity to attend OELL and TESOL conferences for professional development

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?

ELL workshops, Parent-conferences, and Professional Development are provided throughout the school year .Parents and ELLs are provided with translation services throuhout the year b ybilingual teachers and para professionals, and Google Translate service. All letters and documents are provided in parents/students native language as well as English.

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.

The parent coordinator and ELL coordinator keeps anecdotal records of attendance logs of the meetings and workshops. Teachers keep phone logs and records of meetings.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. A monthly newsletter is sent to parents notifying them of current and ongoing programs and activities: Participation in PTA activities, School fund Raisers, Auctions, and school wide events. Parents are also present on the School Leadership Committee.

Each grade A.P conducts an orientation meeting for parents to inform them on the upcoming school year. Parents participate in the Saturday ELL Academy Puppetry in Motion which is provided by Brooklyn College. Parent workshops are held throughout the school year on numerous topics- ELA and Math State Tests, Parent Teacher Conferences and the need for parental volunteers in various school fairs - Multi cultural fair, Foreign Language Fair, and Shakespeare Festival. All events have paras who provide translation services.

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

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

Parent input is received during the September ELL orientation, parent-teacher conferences, phone calls to school's parent coordinator, PTA meetings, phone calls on Tuesdays as well as any needed time to parents in their native language, and parent workshops. The parent coordinator also sends out parent surveys to assess parental needs, which are then addressed accordingly

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

As a result of our workshops, we have addressed many needs of parents. Parents often state that their children do not bring information home. At Dyker, we conduct an ARIS parent workshop which teaches parents how to access their child's grades, attendance and test scores. We also have E-Chalk which is a website where teachers can post homework, tests and upcoming projects. A school website is also available for parents to receive information. Parent meetings are also held to inform parents on how to help prepare their child for standardized tests such as the ELA, NYS Math Exam , etc. All of the workshops are conducted with Paras who provide translation services.

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: **Dyker Heights Intermediate**

School DBN: **20K201**

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)
Robert Ciulla	Principal		7/2/15
Robert Weislogel	Assistant Principal		7/2/15
Margo Kelly	Parent Coordinator		7/2/15
Anna Ioffe/Myrna Martinez	ENL/Bilingual Teacher		7/2/15
	Parent		1/1/01
J.	Teacher/Subject Area		7/2/15
P. Stansis/ELA	Teacher/Subject Area		7/2/15
Veena Veeramah	Coach		7/2/15
	Coach		1/1/01
	School Counselor		1/1/01
Ms. Costantino	Superintendent		7/2/15
	Borough Field Support Center Staff Member		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **20k201** School Name: **I.S.201**
Superintendent: **Ms.**

Before you begin, please check the following:

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

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

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

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

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

I.s 201 utilizes the Home Language Survey Form, Ethnic Form and oral interviews in the parents' native language to ensure parents are provided with appropriate and timely information in a language they can understand. After parents complete the Home Language Identification Survey and Ethnic Survey, the information is recorded on ATS by the Pupil Accounting Secretary. The ESL teachers review the HLIS and interview the parents. Copies of the HLIS forms are kept on file in the Assitant Principal's office and the originals are placed in the students' cumulative record cards together with the Parent Survey/Program Selection form. The RELC (ATS) Report is also utilized to identify home language.

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

The following is the list of written and oral communication that parents prefer based on the RAPL report. Arabic, English, Bengali, Spanish, Russian, German, Portugese, Albanian, Italian, Ukranian, Vietnamese, Polish, Urdu, Greek.

Part B: Creating a Communications Calendar

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

The following documents are disseminated to families throughout the school year. Emergency blue cards, lunch forms, behavioral contracts, grading policies, documentation on how to find translation services on e-chalk, grade orientation meetings, agendas, discipline code, NYS testing dates, High School information-directories, weekly and monthly events, after-school program information, report cards, parent-teacher conference notifications, and notification of upcoming parent workshops.

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.

Meet and Greet and Grade orientations in September. Curriculum night, High School Information Night, Parent workshop on "How-to" for fair projects, and ELL Orientation for parents in October. Parent-Teacher conferences in the November, March, and May. Parent workshops, parent conferences, monthly PTA meetings, Fairs, concerts, and school play will be provided throughout the course of the school year. Guidance Counselors, Assistant Principals, and School based support team will have ongoing interactions with the parents via emails, meetings, and phone-calls

Part C: Providing Language Assistance Services

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

The Parent Coordinator will provide parents information on documentation available in languages other than English during parent orientation. E-Chalk website and Data-cation software, will be utilized to provide translations in home languages. In-house staff are available to assist with translation on an as needed basis. Contact information of the NYC Department of Education interpretation services available and a list of teachers and staff who speak languages other than english will be posted in the main office and in the entranceway on the parent information bulletin board.

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.

Oral interpretation and translation services will be provided by our Parent Coordinator, Assistant Principals, School staff, parent volunteers, and outside translators will be contracted for all other languages as needed.

Part D: Training Staff on Policies and Procedures

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

During faculty and departmental meetings, the staff will be provided the Department of Education's Translation and Interpretation phone number. Staff will also receive professional development on how to utilize translation services and resources available.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

Dyker Heights Intermediate School 201 will use faculty, parent coordinator, parent volunteers and outside contractors as needed.

Part F: Monitoring and Quality Control

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

Parent Survey, SLT meetings, PTA meetings, Parent-Teacher conferences, and Guidance Meetings will be used to gain feedback from parents to support their translation needs.