

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

22K203

School Name:

P.S. 203 THE SCHOOL FOR FUTURE LEADERS

Principal:

LISA ESPOSITO

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Elementary School Number (DBN): 22K203
Grades Served: Pre-K-5
School Address: 5101 Avenue M, Brooklyn, New York 11234
Phone Number: 718-241-8488 Fax: 718-209-9641
School Contact Person: Lisa Esposito Email Address: Lesposi3@schools.nyc.gov
Principal: Ms. Lisa Esposito
UFT Chapter Leader: Ms. Penny Berman
Parents' Association President: Ms. Charmaine Dixon
SLT Chairperson: Ms. Nicole Berrios
Title I Parent Representative (or
Parent Advisory Council
Chairperson): TBD
Student Representative(s): N/A

District Information

District: 22 Superintendent: Ms. Julia Bove
Superintendent's Office Address: 5619 Flatlands Avenue, Brooklyn, New York 11234
Superintendent's Email Address: jbove@schools.nyc.gov
Phone Number: 718-968-6115 Fax: 718-968-6252

Borough Field Support Center (BFSC)

Brooklyn South Team
BFSC: #5 Director: Jean Mingot
Director's Office Address: 415 89th Street, Brooklyn, NY 11209
Director's Email Address: jmingot@schools.nyc.gov
Phone Number: 718-759-4872 Fax: 718-759-3909

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) |
|-------------------------|---|-------------------------|
| Lisa Esposito | *Principal or Designee | |
| Penny Berman | *UFT Chapter Leader or Designee | |
| Charmaine Dixon | *PA/PTA President or Designated Co-President | |
| JoAnn Bush | DC 37 Representative (staff), if applicable | |
| TBD | Title I Parent Representative (or Parent Advisory Council Chairperson) | |
| | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> | |
| | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> | |
| | CBO Representative, if applicable | |
| Nicole Berrios | Member/ Teacher | |
| Jocel Fitzpatrick | Member/Teacher | |
| Kellie Graves | Member/ Parent | |
| Baaba Hanson | Member/Parent | |
| Melrose Jackson Phantom | Member/Parent | |
| Aaliyah Niles | Member/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.

At P.S. 203 we are constantly looking for ways to obtain the most complete picture of student performance we can to inform our instruction. This is done while also devoting great effort to establishing an environment where quality instruction will take place for all students. Our school's Academic Pledge: "We all can learn. We own our learning. We are expected to exercise our minds," serves as a constant reinforcement of our school's desire to have all learners (student and adult) continue to challenge themselves as active learners, responsible for their academic growth.

We have raised the quality of instruction within the school, through our consistent efforts to spark professional dialogue about how students learn best and on which forms of professional learning opportunities would be of most benefit in developing our practices to most effectively impact on student engagement and progress. In literacy we use authentic student work coupled with measurement tools to track student progress in reading. A similar approach is used in gathering data in mathematics. Over the course of the last school year, our Inquiry work in creating a Danielson For Children rubric in Domain 3 has led to high quality research and authentic assessment of student engagement with questioning. It is our hope to grow this initiative schoolwide in the 2015-2016 school year. Our Instructional Focus: "Students will engage in cognitively challenging activities to explain their thinking both verbally and in writing, using text," will serve to increase purposeful engagement and better prepare our students for the rigors of the Common Core Learning Standards.

The manner in which we have improved the quality of instruction for our students who are in most need has been evolving in a positive direction. We are making progress in closing the achievement gap and this was evident this past year in the progress made by our lowest performing students and students with special needs on our Elementary School Quality Report. Our Integrated Co-Teaching (ICT) classes are identical in rigor and expectation to every other general education class on the grade. There is equal access to all programs and activities. Our ESL students also receive additional support during and after school. Parents of students with special needs are invited to tour the classrooms on the grades whenever they are considering an evaluation for their child so their decisions can be informed within the realm of having seen "real" classrooms. Our small classes (12:1 and 12:1:1) also follow the same curriculum as the classes on the grades with the appropriate modifications in place. Participation and access to all school functions are extended equally across the school. While we are able to celebrate the gains we are making in "progress" indicators across all identified subgroups in both ELA and Math, are committed to maintaining a focus on closing the achievement gap to a point where the "achievement" indicators bring our students to levels that are comparable to the district averages. At present our students performed at proficiency levels 6%-9% lower than the city and 12%-15% lower than the district in ELA and Math respectively.

P.S. 203 is proud of its affiliation as a Friend of Core Knowledge School. With the shared belief that school should be a place where students' experiences and knowledge are broadened, our responsibility is to increase the scope and depth of what we offer. Core Knowledge offers our students in grades Pre-K-5 a rigorous and scaffolded curriculum. At present we offer our students the Core Knowledge curriculum in History and Geography and Language Arts across all grades. During the course of the year, our students study World History and American History. Topics in the early childhood grades include studies of the continents, Ancient Egypt, Ancient Greece and our early government. Our upper grade topics include the Vikings, the Middle Ages, Westward Expansion, the American Revolution and the Civil War. Our Core Knowledge Specialist provides instruction through additional topics of interest across the upper grades (Ancient Rome, China, etc). Our Kindergarten Core Knowledge class (new this school year) follows the entire Core Knowledge sequence in all content areas in addition to the curriculum followed on the grade.

Our school's involvement with Character Education and Positive Behavior Interventions and Supports (PBIS) has aided us in our desire to create an environment where instruction is productive. Our SOAR program (**S** how self-control; **O** n Task;

A ct kindly and follow directions; **R** esponsible and respectful) is the visual enactment of PBIS and Character Education. It is a way for the school community to improve the environment of the larger spaces within our building. Our students are receptive to the benefits of making positive choices, and that has impacted on tone and student achievement. For the past year and a half we have also formed a strong bond with Partnership With Children counselors who offer resiliency support to our students, families and staff. Their full-time presence in our school has made them an invaluable resource to our school community.

We believe the narrative above supports our school's Mission statement: *We are dedicated to having all our students achieve high academic standards and raising the level of academic rigor and accountability for our entire school community. Through high quality standards-based instruction, within the setting of a nurturing environment, all of our students will develop social, civic and technological skills to create a community of life long learners.*

22K203 School Information Sheet

| School Configuration (2014-15) | | | | |
|---|----------------------|------------------|---|---|
| Grade Configuration | PK,0K,01,02,03,04,05 | Total Enrollment | 780 | SIG Recipient |
| | | | | N/A |
| Types and Number of English Language Learner Classes (2014-15) | | | | |
| # Transitional Bilingual | N/A | # Dual Language | N/A | # Self-Contained English as a Second Language |
| | | | | N/A |
| Types and Number of Special Education Classes (2014-15) | | | | |
| # Special Classes | N/A | # SETSS | N/A | # Integrated Collaborative Teaching |
| | | | | N/A |
| Types and Number of Special Classes (2014-15) | | | | |
| # Visual Arts | N/A | # Music | N/A | # Drama |
| # Foreign Language | N/A | # Dance | N/A | # CTE |
| | | | | N/A |
| School Composition (2013-14) | | | | |
| % Title I Population | | 73.8% | % Attendance Rate | 94.0% |
| % Free Lunch | | 56.8% | % Reduced Lunch | 2.6% |
| % Limited English Proficient | | 5.6% | % Students with Disabilities | 20.5% |
| Racial/Ethnic Origin (2013-14) | | | | |
| % American Indian or Alaska Native | | 0.3% | % Black or African American | 80.9% |
| % Hispanic or Latino | | 9.9% | % Asian or Native Hawaiian/Pacific Islander | 3.4% |
| % White | | 4.5% | % Multi-Racial | 1.0% |
| Personnel (2014-15) | | | | |
| Years Principal Assigned to School (2014-15) | | 12.18 | # of Assistant Principals (2014-15) | 1 |
| # of Deans (2014-15) | | N/A | # 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) | 15.8% |
| % Teaching with Fewer Than 3 Years of Experience (2013-14) | | N/A | Average Teacher Absences (2013-14) | 10 |
| Student Performance for Elementary and Middle Schools (2013-14) | | | | |
| ELA Performance at levels 3 & 4 | | 23.8% | Mathematics Performance at levels 3 & 4 | 30.1% |
| Science Performance at levels 3 & 4 (4th Grade) | | 74.5% | Science Performance at levels 3 & 4 (8th Grade) | N/A |
| Student Performance for High Schools (2012-13) | | | | |
| ELA Performance at levels 3 & 4 | | N/A | Mathematics Performance at levels 3 & 4 | N/A |
| Credit Accumulation High Schools Only (2013-14) | | | | |
| % of 1st year students who earned 10+ credits | | N/A | % of 2nd year students who earned 10+ credits | N/A |
| % of 3rd year students who earned 10+ credits | | N/A | 4 Year Graduation Rate | N/A |
| 6 Year Graduation Rate | | N/A | | |
| Overall NYSED Accountability Status (2014-15) | | | | |
| Reward | | | Recognition | |
| In Good Standing | | X | Local Assistance Plan | |
| Focus District | | X | Focus School Identified by a Focus District | |
| Priority School | | | | |
| Accountability Status – Elementary and Middle Schools | | | | |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13) | | | | |
| American Indian or Alaska Native | | N/A | Black or African American | YES |
| Hispanic or Latino | | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White | | N/A | Multi-Racial | N/A |
| Students with Disabilities | | YES | Limited English Proficient | N/A |
| Economically Disadvantaged | | YES | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13) | | | | |
| American Indian or Alaska Native | | N/A | Black or African American | YES |
| Hispanic or Latino | | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White | | N/A | Multi-Racial | N/A |
| Students with Disabilities | | YES | Limited English Proficient | N/A |
| Economically Disadvantaged | | YES | | |
| Met Adequate Yearly Progress (AYP) in Science (2012-13) | | | | |
| American Indian or Alaska Native | | N/A | Black or African American | YES |
| Hispanic or Latino | | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White | | N/A | Multi-Racial | N/A |
| Students with Disabilities | | N/A | Limited English Proficient | N/A |
| Economically Disadvantaged | | 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 Quality Review measurements pertaining to curriculum, teaching and learning, the measurement of student achievement on the School Quality Snapshot, and our Professional Learning Opportunities (PLOs) surrounding the Framework for Great Schools, we have identified a need to provide more specific and focused assessment, a more consistent foundational approach to the basics in word study, infusing higher levels of student ownership of assessment across the grades, and increased teacher effectiveness. In addition our PLOs around the Framework for Great Schools have yielded a need for a school wide initiative to address the social-emotional well-being of our students.

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, 100% of teachers will align assessments to curricula, analyze assessments, and adjust instruction to improve student outcomes for all students in Grades K-5, including students with disabilities and English Language Learners, with a 5% increase of students reaching grade level proficiency in ELA as measured by Fountas and Pinnell, when comparing October proficiency to June proficiency.

Part 3 – Action Plan

| Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. | Target Group(s) Who will be targeted? | Timeline What is the start and end date? | Key Personnel Who is responsible for implementing and overseeing the activity/strategy? |
|---|--|---|--|
| Continued implementation of Common Core aligned literacy curriculum—Expeditionary Learning | Grades 3-5 | September, 2015-June, 2016 | Classroom teachers, supervisors |
| Continued implementation of Common Core aligned literacy instruction in Close Reading—Text Sets | Grades K-2 | September, 2015-June, 2016 | Classroom teachers, supervisors |
| Implementation of Common Core aligned literacy instruction in non-fiction text—Exploring Non-Fiction | Grades K-2 | September, 2015-June, 2016 | Classroom teachers, supervisors |
| Implementation of a Core Knowledge class in Grade K and Grade 1 | Grade K&1 one class per grade | September, 2015-June, 2016 | Classroom teachers, supervisors |

Part 4 – Budget and Resource Alignment

| | | | | | | | | | | | |
|--|----------|---|--------------------------------|--|------------|---|------------------|---|-------------------|--|----------------------|
| <p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> | | | | | | | | | | | |
| <p>Human Resources : School-based staff, Network literacy staff, Data Specialist, Learning Leaders, Imagine Learning technical support, supervisors</p> | | | | | | | | | | | |
| <p>Instructional Resources : Expeditionary Learning, Scholastic Text Sets, Time for Kids Exploring Non-Fiction, Core Knowledge Literacy Curriculum , Buckle Down, Ready NY ELA, Imagine Learning, RAZ Kids, Fountas and Pinnell Benchmarking Systems 1 and 2, School Net, materials for families from literacy evenings</p> | | | | | | | | | | | |
| <p>Schedule adjustment: opportunities during the school day for online access for Imagine Learning, Reading Assist period 5 days a week, Professional Learning time on Monday afternoons, evening parent/family workshops</p> | | | | | | | | | | | |
| <p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p> | | | | | | | | | | | |
| X | Tax Levy | X | Title I SWP | | Title I TA | X | Title II, Part A | X | 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.

February, 2015: tracking sheets will be analyzed for Benchmark level progress, comparing percentages of students “on track” for meeting grade level standards in October with those “on track” for meeting the standards in January data (anticipating a 4% increase in our students’ levels; ongoing analysis of students assessments based on targeted instructional needs noted on NYC Performance Assessment data monitoring

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.

Based on the data in the Online Occurrence Reporting System (OORS) and our Learning Environment Survey, there appears to be an incongruence between the percentage of Level 3 and 4 infractions 71% of all occurrences when compared to the overall ratings of parents feeling their children are safe at our school (96%) and the staff feeling safe at our school (91%). Analysis of this data may suggest that the OORS data reflects the school’s quick response to the Level 3 and 4 infractions so as to not negatively impact on the sentiments of parents and staff regarding safety at the school level. We have surveyed the staff during our PLOs surrounding the Framework for Great Schools and have confirmed our school’s need for a curriculum in Social Emotional learning. The anticipated outcome of this curriculum would be that all students, including the targeted students who exhibited Level 3 and 4 behaviors in 2013-2014 would decrease their involvement in such infractions by 20%, as a result of the whole school focus on addressing the social-emotional needs of our school community. In addition, the school has entered into an affiliation with Connect With Kids to provide all families and staff with access to online resources surrounding social emotional experiences/learning. It is anticipated that these actions will lead to a more positive uninterrupted instructional day for staff and students, resulting in an increase of 5% in staff responses to feeling safe at our 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–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, the number of Level 3 and 4 infractions of targeted students will decrease by 20% and the total number of Level 3 and 4 infractions school wide will decrease by 10% when compared to 2013-2014 data as evidenced by Online Occurrence Reporting

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> |
|---|--|---|--|
| <p>Identify students with Level 3 and 4 infractions entered into OORs 2014-2015 and include them in counseling intervention groups, and in a short term social emotional residency where feasible</p> | <p>Targeted students from 2014-2015 OORS data</p> | <p>June 2015-June 2016</p> | <p>SAVE room teacher, Guidance staff, SAPIS, Pupil Personnel Team members supervisors</p> |
| <p>Initiate and conduct class lessons on social emotional learning topics with follow-up/ reinforcement by classroom teachers and other support personnel</p> | <p>All students</p> | <p>September 2015-June 2016</p> | <p>Content specialist, classroom teachers, consultants</p> |
| <p>Provide a series of Adult workshops on social emotional topics for self and family application</p> | <p>Parents/Guardians</p> | <p>September 2015-June 2016</p> | <p>Content specialist, Guidance staff, SAPIS, consultants families</p> |
| <p>Provide families and staff with online resources (and needed training to access the resources) to support social emotional learning at school and at home</p> | <p>School community</p> | <p>September 2015-June 2016</p> | <p>Connect with Kids technical support staff, school staff</p> |

Part 4 – Budget and Resource Alignment

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| <p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> |
| <p>Human Resources: Content specialist for social-emotional learning, Connect with Kids technical support staff, social-emotional consultant, school staff including teachers, paraprofessionals, SAPIS, Guidance staff, School Assessment Team, SAVE teacher and supervisors.</p> |
| <p>Instructional resources : NYCDOE OORS data entry system, Learning Environment surveys, Connect With Kids website’s social emotional resources for students and adults.</p> |
| <p>Scheduling adjustments : Classroom, individual, small group sessions, possible xafter school programming for student/family sessions, Professional Learning schedules for staff and PPT</p> |
| <p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p> |

| | | | | | | | | | | | |
|---|----------|---|-----------------------------------|--|------------|---|---------------------|--|----------------------|--|-------------------------|
| X | Tax Levy | X | Title I SWP | | Title I TA | X | 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

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| <p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> |
| <p>In January 2016, the percentages of Levels 3 and 4 infractions in OORS for targeted students will be compared to the 2014-2015 data to determine if progress is being made towards meeting that goal (anticipating an 18% decrease at this point in time). The results of that monitoring will be shared with school staff.</p> |
| <p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p> |

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

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

Part 1 – Needs Assessment

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

Part 2 – Annual Goal

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

The Instructional Shifts in ELA and Math put forth in past years by the NYS DOE have served as a springboard for identifying changes needed in both curriculum and practice. As a school, our ELA focus to have students ground their conversations and writing in text-based evidence, coupled with a similar focus in mathematics where students will be required to demonstrate a deep conceptual understanding as they write and speak about their understanding all speak to our need for professional collaboration. Based on the item analysis of past State ELA/Math exams and BOY MOSLs, grade and cross-grade Teacher Teams have identified that our students struggle with articulating their thinking in extended responses in writing and mathematics, rarely receiving full credit on any extended response. In addition, the inquiry work we did last year with a team of 8 allowed our school to create a Danielson for Children rubric in Domain 3. This team has already begun turn keying the process they followed to engage the students in increasing their ownership of their instruction. This, though, calls for an increase in teacher awareness of that expanded ownership. It is anticipated that with a school-wide roll out of the Danielson for Children rubric, our teachers will become more collaborative in sharing their “noticings” and “wonderings” as well as their successes.

Part 3 – Action Plan

| Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. | Target Group(s) Who will be targeted? | Timeline What is the start and end date? | Key Personnel Who is responsible for implementing and overseeing the activity/strategy? |
|--|--|---|--|
| By June 2016, teachers will engage in weekly collaborative professional learning opportunities via grade-level and/or vertical Teacher Teams to analyze student engagement, student work and modify both the instruction and curriculum in order to deepen the level of differentiated instruction and consistently provide all students, including students with disabilities and ELLs with scaffolded support needed to make growth as evidenced by a 5% increase in the ELA/Math MOSL for 10% of our students in the lowest third when comparing their Beginning of the Year (BOY) Fall MOSL assessments to their End of Year (EOY) Spring MOSL assessments. | | | |
| Establish an instructional focus to infuse evidence-based responses in all subject areas and communicate that focus to all constituencies | School community | June 2015- June 2016 | School staff, students, parents/guardians |
| Conduct analysis of released questions from State ELA/Math Exams to determine student expectations and implications for instruction (goals) when compared to student performance | All teachers K-5 | June 2015- November 2015 | Classroom teachers, supervisors |
| Conduct item analysis of BOY MOSL in ELA/Math, Baseline in Math, and Benchmark assessments in ELA/Math to identify trends | Classroom teachers Grades 3-5 | September 2015- December 2015 | Classroom teachers, Data Specialist, supervisors |

Part 4 – Budget and Resource Alignment

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|---|----------|---|--------------------------------|--|------------|---|------------------|--|-------------------|--|----------------------|
| 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. | | | | | | | | | | | |
| Human Resources: Borough Field Support Center staff , Data Specialist, consultants, teachers, supervisors | | | | | | | | | | | |
| 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 | X | 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.

Grade-specific Performance tasks in literacy and math in January/February will be scored using the same scoring system as the MOSL and compared to the to fall MOSL scores, anticipating a 4% increase among the 10% of our lowest third to consider ourselves “on track” for meeting the goal regarding our students’ ability to craft extended responses. The same will be done after we administer Spring Benchmarks in ELA/Math from NYC Periodic Assessment selections. In addition, the low inference data obtained from the implementation of the Danielson for Children rubric will also be monitored to note movement along the continuum of students’ engagement and questioning.

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

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

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

Part 1 – Needs Assessment

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

Based on a review of Advance data in June 2015, it is determined that the ratings of Effective and Highly Effective in Components 3b, 3c, and 3d received were 68%, 76% and 76% respectively. This has resulted in establishing a school wide Instructional Focus and Professional Learning Opportunities that would address Domain 3 more specifically. The work begun by our Danielson for Children Inquiry Team has started to be turn keyed to the staff and it is anticipated that a school wide focus on Domain 3 with respect to student involvement will in fact improve the teacher’s ratings in this area at the same time.

Part 2 – Annual Goal

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

By June 2016, 100% of the teachers being observed using the Danielson Framework for Teaching will receive high quality feedback and Professional Learning Opportunities that will result in 75% of teachers with an overall component rating of Effective or Highly Effective for Component 3b, Questioning and Discussion

Part 3 – Action Plan

| <p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. | <p>Target Group(s) <i>Who will be targeted?</i></p> | <p>Timeline <i>What is the start and end date?</i></p> | <p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p> |
|---|--|---|--|
| <p>Establish an instructional focus that includes student engagement</p> | <p>School community</p> | <p>June 2015- June 2016</p> | <p>Teachers, supervisors, parents/guardians</p> |

| | | | |
|---|--------------|--------------------------|---|
| Build the capacity of our Professional Development Team to coordinate Professional Learning Opportunities based on Advance data and teacher interest | All teachers | June 2015- June 2016 | PD team including representation of lower grades, upper grade, and Specialist constituencies, supervisors |
| Survey staff to determine Professional Learning Opportunities that will include offerings based on 3b as well as teacher interest | All teachers | September 2015-June 2016 | PD Team |
| Provide quality professional learning opportunities in Competency 3b on Mondays during Professional Learning time, Chancellor's Conference days, and Calendar Change days | All teachers | June 2015- June 2016 | Teachers leading PLOs, Borough Field Support Center staff, supervisors |

Part 4 – Budget and Resource Alignment

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|---|----------|---|--------------------------------|--|------------|---|------------------|--|-------------------|--|----------------------|
| 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. | | | | | | | | | | | |
| Human Resources : Teachers, Supervisors, Consultants, Data Specialist, Network support staff, Teachboost technical support staff | | | | | | | | | | | |
| 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 | X | 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

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| Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. |
| By the end of January 2016, graphs and timelines in Teachboost and/or Advance will be reviewed, anticipating a total of 72% of our teachers' observation data in Component 3b as Effective or Highly Effective for us to be “on track” for meeting this goal by June, 2016. |
| Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable. |

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

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

Part 1 – Needs Assessment

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

As reflected in prior years’ SLT minutes, increasing parental involvement has been an ongoing area of concern. As a result, past SLTs and PTAs have continually sought to enhance the offerings that appeal to our overall parent body. They have been attentive and successful in doing so, but there is still a need for improvement. While we celebrate the large, enthusiastic, positive attendance at conferences, shows, assemblies, and school yard events the typical attendance at PTA meetings and most workshops average only 2-3% of our parent body at each event. The PTA is currently conducting significant and consistent family outreach via social media (e.g. Facebook, Twitter, Instagram, Parent Express, e-mail, text messaging, etc.). It is anticipated that this coupled with the action plan below will yield a desired increase in participation and attendance, creating a stronger connection between home and 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, strong family and community ties will be evidenced by a 10% increase in school and community event offerings

Part 3 – Action Plan

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|--|--|---|--|
| <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>Offer welcoming opportunities for under-represented parent groups: New Pre-K parent breakfast, Dads Take Your Child to School Day</p> | <p>New parents and male role models</p> | <p>September 2015</p> | <p>PTA, school staff, Bergen Beach Youth Organization</p> |
| <p>Welcome Back to School Community Playground event</p> | <p>Community members</p> | <p>September/October 2015</p> | <p>School yard Committee; school staff volunteers, Lions Club, NYPD, local businesses</p> |
| <p>Conduct needs assessment via family and staff surveys to determine what offerings adults within the school community are seeking that would result in increased participation/involvement at school</p> | <p>Families and staff</p> | <p>September 2015-June 2016 every three months</p> | <p>PTA/ SLT</p> |
| <p>Broaden the offerings of family workshop series to add several academic family workshops in CCLS, Go Math! and new web-based intervention programs</p> | <p>School families</p> | <p>November 2015-June 2016</p> | <p>PTA, school staff, Learning Leaders</p> |

Part 4 – Budget and Resource Alignment

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|--|----------|---|--------------------------------|--|------------|---|------------------|--|-------------------|--|----------------------|
| <p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> | | | | | | | | | | | |
| <p>Human resources : School staff, PTA, Lions Club, NYPD, representatives of local businesses, Learning Leaders</p> | | | | | | | | | | | |
| <p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p> | | | | | | | | | | | |
| X | Tax Levy | X | Title I SWP | | Title I TA | X | 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.

By the end of January 2016, school staff and PTA will review number of offerings as well as attendance sheets to evaluate impact of this action plan. It is anticipated that we will demonstrate an 8% increase in offerings by this point in the school year, to be “on track” for meeting our projected goal by June, 2016.

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) | All students performing in Levels 1 and 2 on corresponding Fountas and Pinnell Benchmark assessments and/or NYS ELA score | <p>Within the classrooms, AIS is provided to targeted students through the use of flexible guided reading groups, Skillstutor, Leap Track, SRA, centers Audio books, Leap Pads, Mimio and Wilson as well as teacher created materials; students work with teachers, peers and individually to develop and explain, both verbally and in written form, their thinking about reading .</p> <p>Targeted students in the lowest third of Grades 3-5 will receive push-in support in the morning on a daily basis</p> | In-class AIS is provided small group or 1:1. | |
| Mathematics | All students performing in Levels 1 and 2 on corresponding Go Math! pre-assessments and/or NYS Math scores | Within the classrooms AIS is provided to targeted students through the use of grade specific New York State mathematics books, Go Math! Rtl, Skillstutor, Leap Track, SRA, flexible small groups, and centers. These may | In-class AIS is provided small group or 1:1. | |

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|---|---|--|--|--|
| | | be executed with the use of Mimio and teacher created materials; students in all grades explore various mathematical topics. Students work with teachers and peers to explain verbally and in written form their thinking as it relates to understanding and solving math problems. | | |
| Science | Students not meeting Level 3 criteria on the Grade 4 ELSE 2015 receive small group and individual intervention from their classroom teacher, and Science cluster teacher, where applicable. | AIS in science is provided on an on-going basis during instructional time. Students not meeting the promotional criteria in science receive small group and individual intervention from their classroom teacher, and Science cluster teacher, where applicable. Use of SRA kits in science are available. | In-class AIS is provided small group or 1:1. | |
| Social Studies | Students are selected based on teacher identified need. | Teacher made assessments, and Pearson <i>History and Geography</i> unit assessments students are grouped for differentiated support. | In-class AIS is provided small group or 1:1. | |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | Students are selected based on identified need/IEP/at risk behaviors. | Guidance services are provided in various forms-- lessons and counseling, for at-risk students. In addition, students requiring Tier 2 intervention, per PBIS, can be recommended for Partnership with Children with guidance/SAPIS staff twice each school | In-class AIS is provided small group or 1:1 | |

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|--|--|--|--|--|
| | | <p>day. These services are provided by two (2) guidance counselors and one (1) SAPIS worker.</p> <p>Our school psychologist services students on an at risk basis only as needs arise and not for any extended length of time.</p> <p>Our school social worker offers educationally related support services (ERSS) to general education students in Grades K-5 to assist them in overcoming academic, social, or emotional difficulties. This intervention aids students in resolving issues so they can improve academically and socially.</p> <p>Students who have asthma receive individual and small group sessions 1-3 times a year with our school nurse.</p> | | |
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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)

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| Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified. |
| Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB. |

2b. High Quality and Ongoing Professional Development

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|--|
| 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). |
| <ul style="list-style-type: none"> • Teachers meet in grade teams to generate grade-specific comprehension focuses for reading instruction based on the needs they were noting among students. They align that instruction with the CCLS. • Teachers and supervisors track students' progress on benchmarks, NYC ELA Benchmarks and academic assessments to evaluate the effectiveness of the strategies/activities and determine whether additional supports are necessary. • Teachers in Grades 3-5 meet in grade and cross-grade teams to analyze data for trends to generate grade-specific focuses for instruction based on the needs they noted among students. They align that instruction with the CCLS. • Teachers and supervisors track students' progress on Chapter/Unit assessments to evaluate the effectiveness of the strategies/activities and determine whether additional supports are necessary. Specific attention is given the major clusters in mathematics, as reflected in the CCLS. • Involvement of PPT (Pupil Personnel Team) to address higher level at-risk behaviors as soon as possible and presentations by SAVE room teacher at staff conferences outline progress towards reducing numbers of suspensions/removals. When student focused is maintained on the tasks at hand, the better able students will be to meet the expectations of the CCLS. • Paraprofessionals are included in all professional development sessions offered to teachers to ensure that they have equal access to the most current approaches to student attainment of the CCLS. |

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.).

The Pre-K curriculum at P.S. 203K is aligned with the Pre-K CCLS in literacy and mathematics, and it is implemented with awareness of child developmental stages for 3-4-5 year olds. Our Pre-K teachers are participating in the Work Sampling System this year, with three (3) teachers participating in Year 3 implementation, two (2) teachers participating in Year 2 implementation, and two (2) teachers beginning implementation for the first time this year. They are focusing on the domains that will allow them to identify student strengths and offer supports in areas where more attention would be beneficial. Our Pre-K teachers are also part of our Core Knowledge implementation so they can become familiar with the expectations in ELA across grades. This enables them to see their role in setting the foundation for the work yet to come. As the school year progresses into the spring, transition events are planned where families of Pre- K aged students are given the opportunity to visit with our Kindergarten classes. Kindergarten teachers speak to parents before taking a tour of the classrooms and seeing “a part of the day in the life of a kindergartner.”

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Our Teacher Teams selected the curriculum materials in ELA and Mathematics that we are currently using. That selection was based on our assessment data at the time and the implications of that data on what would best serve our students. Embedded in each of these programs were opportunities for ongoing assessments. The teachers have also met to create pacing calendars, ensuring that the curriculum would be covered in a timely manner, allowing for assessments to be conducted and monitored. This school year, our SLT agreed to fund two Core Knowledge classes, one class on Grade K and one class on Grade 1, to pilot full Core Knowledge implementation in addition to the current curriculum offerings in Grades K-1. In addition, our Measures of Student Learning team (consisting of 6 teachers and 2 administrators) met several times to select assessments in ELA and Math that could capture student growth between the fall and spring. Following the fall assessments, Teacher Teams disaggregated the data and conversations ensued to determine what implications the results had for our current instruction. Supervisors are active either as participants or presenters at all professional learning opportunities surrounding curriculum.

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 | 515,930.00 | x | |
| Title II, Part A | Federal | 142,834.00 | x | |
| Title III, Part A | Federal | 11,200.00 | x | |
| Title III, Immigrant | Federal | 0 | | |
| Tax Levy (FSF) | Local | 3,703,569.00 | x | |

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **P.S. 203, Floyd Bennett School**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **P.S. 203, Floyd Bennett School** will support parents and families of Title I students by:

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;

- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC)

P.S. 203, Floyd Bennett School , in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);

- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

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

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

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

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

| Part A: School Information | |
|--|--------------------|
| Name of School: <u>Floyd Bennett School</u> | DBN: <u>22K203</u> |
| This school is (check one): | |
| <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below) | |

| Part B: Direct Instruction Supplemental Program Information |
|--|
| The direct instruction component of the program will consist of (check all that apply): |
| <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy |
| Total # of ELLs to be served: <u>30</u> |
| Grades to be served by this program (check all that apply): |
| <input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 |
| Total # of teachers in this program: <u>2</u> |
| # of certified ESL/Bilingual teachers: <u>2</u> |
| # of content area teachers: <u>0</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: _

A Title III program will run from November 19-April 23. It will include 2 groups of about 15 students after school 2 days a week (Wednesdays and Thursdays) for 2 hours each day (2:20-4:20). The students were selected because they are either current ELLs or former ELLs. This program will be offered to the current grade 2-5 ELL students and the grade 2-5 Former ELLs from the past 2 years. This student group includes newcomers as well as long term ELLs, some with IEPs. The classes will be taught in English by a certified ESL teacher using ESL methodologies, including differentiation, modeling and scaffolding. The classes are formed by grade. One class is for grades 2 and 3. The other class is for grades 4 and 5. ESL scores range on the NYSESLAT from beginner to advanced. Supplies will be purchased to help increase the ELL's skills in listening, speaking, reading and writing. Supplementary materials to be purchased with the Title III funds are leveled books in different content areas, including math. The name of the book is called New York ELLs by Continental. We also purchased kits with sets of guided reading leveled books by Sundance. These materials will guide the instructional activities of the class. The goal is to improve the reading, math and NYSESLAT scores.

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: _

It is planned that the Title III teachers will be given the opportunity for professional learning throughout this time period. Mainstream teachers, who have ELLs within their classes, participate in staff development at staff meetings, grade meetings and Teacher Team meetings throughout the year. They are informed of the new techniques and strategies to be able to help the ESL students in their classrooms. This is supplemental to the general school professional learning opportunities. To address the professional learning specific to this program, Title III will pay for the per diem costs to cover the teachers (offering the instruction in our Title III program) to receive a half day professional learning opportunity on the materials and supplies they have received presented by the vendor, Sussman Sales. The remainder of the day will be used to articulate with the classroom teachers of the students who are registered in the Title III program. In addition, once a week for a half hour outside of the hours of the program, teachers will look at student work to set goals for the following weeks.

- The entire staff 45 minutes per month during the school day September-June

Monthly Grade conferences, focusing on entry points for literacy and math tasks September-June

Making Meaning (Grades K-5)

Skills Tutor (Grades K-5) September-June

Implementation of Imagine Learning (an intensive online AIS Language Arts program for selected ESL students)

-

Part C: Professional Development

Consultants will continue to be accessed in addition to lead teachers and CFN support staff to provide professional learning for our staff in literacy and mathematics as well. Through their in class demonstration lessons, collaborative planning, and mentoring, they will assist us in ensuring that the implementation of the Common Core Curriculum is of high caliber.

Grade meetings and teacher team meetings for K-5 will occur throughout the year and topics are differentiated based on a variety of factors like student needs, content area development, etc. Presenters are teachers, administrators or consultants, each selected for their area of expertise.

- Ongoing scaffolding of professional learning in Writing will focus on using accrued data to inform instruction and set goals. Inter-visitations, modeled lessons, collaborative planning opportunities and curriculum planning are also part of our PD plan.

-
-

Part D: Parental Engagement Activities

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

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

Begin description here: _____

Our parent coordinator or other qualified staff member will be presenting one to two 45-minute workshops in the winter (tentatively on February 4, 2015 and March 4, 2015), specifically welcoming the parents of ELL students on how to best navigate community resources (based on information gathered in a Title III parent needs survey), as well as learning how to navigate programs on the Internet. The programs include Dream Box, SkillsTutor, and Think Central (and in some cases Imagine Learning). These are all internet-based systems to follow through on prescribed work in ELA and Math. Parents will be notified via written notifications in their native languages. Mrs. Ilka Selby is a bilingual para who is available to speak to parents in Spanish during and after school. She is available to translate when a parent only speaks Spanish and needs the comfort in speaking in their native language. A second paraprofessional, Gina Sauveur will be available for parents who speak Haitian Creole for the Haitian-speaking parents. Most of the parents who speak languages other than English speak Spanish or Creole. Additionally, we also have some parents who speak Urdu and Arabic.

Part E: Budget

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

Allocation Amount: \$11200

| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|--|-----------------|---|
| Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem | <u>n/a</u> | _____ |
| Purchased services | <u>n/a</u> | _____ |

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|---|------------------------|---|
| <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. | <u>n/a</u> | _____ |
| Educational Software (Object Code 199) | <u>n/a</u> | _____ |
| Travel | <u>n/a</u> | _____ |
| Other | <u>n/a</u> | _____ |
| TOTAL | <u>\$11,200</u> | _____ |

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 22 | Borough Brooklyn | School Number 203 |
| School Name Floyd Bennett | | |

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 Yocasta Miller I.A. | Assistant Principal Brian Sadowski |
| Coach type here | Coach type here |
| ENL (English as a New Language)/Bilingual Teacher Sheryl Cohen | School Counselor Lori Skunca |
| Teacher/Subject Area Angeline Victor/IEP | Parent Charmaine Dixon |
| Teacher/Subject Area type here | Parent Coordinator Kaitlin Moriarty |
| Related-Service Provider Faigi Ackerman | Borough Field Support Center Staff Member type here |
| Superintendent type here | Other (Name and Title) type here |

C. Teacher Qualifications

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

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

D. Student Demographics

| | | | | | |
|--|-----|----------------------|----|---|-------|
| Total number of students in school (excluding pre-K) | 813 | Total number of ELLs | 35 | ELLs as share of total student population (%) | 0.00% |
|--|-----|----------------------|----|---|-------|

Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|----|---|----|---|---|
| All ELLs | 18 | Newcomers (ELLs receiving service 0-3 years) | 14 | ELL Students with Disabilities | 8 |
| SIFE | 0 | Developing ELLs (ELLs receiving service 4-6 years) | 4 | Long-Term (ELLs receiving service 7 or more years) | 0 |

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

| | ELLs by Subgroups | | | | | | | | | Total |
|--------------|---|------|-----|---|------|-----|--|------|-----|-------|
| | Newcomer ELLs (0-3 years of service) | | | Developing ELLs (4-6 years of service) | | | Long-Term ELLs (receiving 7 or more years of service) | | | |
| | All | SIFE | SWD | All | SIFE | SWD | All | SIFE | SWD | |
| TBE | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| DL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| ENL | 14 | 0 | 4 | 4 | 0 | 4 | 0 | 0 | 0 | 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: _____ |
|--|---|

| 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 | 1 | 1 | | 3 | 2 | | | | | | | | | 0 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | 1 | 1 | | | | | | | | | | | 0 |
| Arabic | | 1 | | | 1 | | | | | | | | | 0 |
| Haitian | 1 | 1 | 1 | 2 | 1 | | | | | | | | | 0 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other portuguese | | 1 | | | | | | | | | | | | 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 NYSES LAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS) | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Entering (Beginning) | 1 | | | | | | | | | | | | | 0 |
| Emerging (Low Intermediate) | | | | | | | | | | | | | | 0 |
| Transitioning (High Intermediate) | 1 | 1 | 0 | | 3 | | | | | | | | | 0 |
| Expanding (Advanced) | | 4 | 2 | 5 | 1 | | | | | | | | | 0 |
| Commanding (Proficient) | | 1 | | 1 | 1 | 4 | | | | | | | | 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 NYSES LAT AND TEST AT LEVEL 3 OR 4 ON THE ELA | | | | | | | | | | | | | | |
| GRADES 9-12: EXPANDING ON THE NYSES LAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS | | | | | | | | | | | | | | |
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
| Total | | | | 0 | 0 | 0 | | | | | | | | 0 |

| 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 | 1 | 1 | 2 | 5 | 6 | | | | | | | | 0 |

| NYS ELA | | | | | |
|---------|---------|---------|---------|---------|-------|
| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3 | 42 | 47 | 32 | 4 | 0 |
| 4 | 31 | 55 | 23 | 5 | 0 |
| 5 | 43 | 31 | 9 | 4 | 0 |
| 6 | | | | | 0 |
| 7 | | | | | 0 |
| 8 | | | | | 0 |
| NYSAA | | | | | 0 |

| NYS Math | | | | | | | | | |
|----------|---------|----|---------|----|---------|----|---------|----|-------|
| Grade | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | HL | English | HL | English | HL | English | HL | |
| 3 | 23 | 0 | 52 | 0 | 29 | 0 | 22 | 0 | 0 |
| 4 | 35 | 0 | 50 | 0 | 27 | 0 | 2 | 0 | 0 |
| 5 | 42 | 0 | 25 | 0 | 16 | 0 | 4 | 0 | 0 |
| 6 | | | | | | | | | 0 |
| 7 | | | | | | | | | 0 |
| 8 | | | | | | | | | 0 |
| NYSAA | | | | | | | | | 0 |

| NYS Science | | | | | | | | | |
|-----------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | HL | English | HL | English | HL | English | HL | |
| 4 | 3 | 0 | 14 | 0 | 49 | 0 | 48 | 0 | 0 |
| 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| NYSAA Bilingual (SWD) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 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 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 |
| | 1-25 percentile | 26-50 percentile | 51-75 percentile | 76-99 percentile | 1-25 percentile | 26-50 percentile | 51-75 percentile | 76-99 percentile |
| ELE (Spanish Reading Test) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Chinese Reading Test | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

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

The school uses Fountas and Pinnell to assess the students' reading levels and growth. New ELLs score low but after some time they start to catch up to the other students, especially in the earlier grades. These tests give teachers a level that they can work with and strive to have the students reach higher levels for the next testing period. The ELL teacher works on letter recognition, phonics and sight words for the newcomers and younger grades to help with their reading skills.

We can use this data to help us form groupings of students for RtI, extended day, after-school programs, and to support classroom and ESL services.

We will need to make sure that classroom teachers, ESL providers, and additional service providers check in more frequently with these specific students. Additionally, targeted reading instruction, through guided reading will be necessary to support growth. The ELL population show growth like all the other groups of children. They just need time for repetition and practice.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

The NYSITELL in Kindergarten shows that some students don't speak English at all and some do but are not quite ready to score out. There are also some tested in Kindergarten who were in PreK who do very well because they had a year of school already. The ones who don't pass need help with vocabulary and phonic skills. They need to be prepared for the NYSESLAT the following spring. The NYSITELL is harder as the student is in higher grades. They are required to read and know grammar and vocabulary. It is easier to reach advanced on the NYSITELL for Kindergarten than it is for the upper grades. Our Teacher Teams consider this when setting team goals.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The NYSESLAT scores show a pattern of strength in the speaking skills, with the lowest scores in writing. The ELL teacher works on these modalities to strengthen the students' skills as well as the listening and reading modalities. The ELL teacher is involved in analyzing the students as individuals and as groups to see what needs should be addressed. Instructional decisions are based on the levels of the groups the teacher has. Patterns across proficiencies and grades are that the student does better each year. The student does better as he gets older in most cases. It may be easy to reach advanced levels but to attain proficiency in the total test is more

difficult. A score of almost perfect in each of the four tests is required which is not an easy thing to do even for the native English speaking student.

AMAO 1 shows children are making progress. AMAO 2 shows 7 children reaching proficiency/commanding level from last year. The AMAO tool is not yet available to get a complete reading.

4. 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?

State tests are taken in English with the native language on the side to help with translations, if it is available, if the student wants it. The students usually use the translations very little of the time they are taking the exam. Patterns show from the state tests and Periodic Assessments that the students are learning even if it may be at a slower pace than the rest of the class. These tests given two or three times a year show the strengths and weaknesses of the student. The ELL teacher uses these results to help plan instruction and articulates with the teachers of her students to help them plan instruction too. This is a good measurement to show that the ELL program is successful. The children who are here a few years do as well as the mainstream students on the state exams. Those who need extra help are offered after school programs. Those who do poorly on the state exams may be offered summer school. The native or home language is not used in the instruction of the students.

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](#).]

At the start of the school year, we review State data, F&P benchmark assessments, and on-demand writing assessments. Based upon all of the data reviewed, we determine the specific tier 1 activities within the classroom appropriate for each student. In addition, we invite any student in need to our extended day programs (tier 2 intervention). We determine whether the student needs ESL services, ELA, or math (or a combination). Students are reassessed throughout the year to determine continuation of tier 1/tier 2 or if tier 3 intervention is necessary.

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

Children are taught keeping in mind using ESL methodologies because it is their second language development. Instructions may need to be repeated and modeled because they may not know what to do right away when instructed the first time. When the teacher models what the student needs to do, he can understand it better. A student may be paired with someone more advanced to give extra help. Data from ongoing assessments help to drive instruction. The child's school and home history may be a factor to drive instruction.

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).

Part of evaluating the success of an ELL program is looking at the Annual Yearly Progress (AYP). Did the students go from a lower level of proficiency to a higher level on the NYSESLAT? Did the child score higher even if he stayed in the same level? The ESL teacher looks at the reports and looks to see that the students were more successful this year than the previous year. Even if the level stayed the same the student has achieved more correct answers each year.

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.

Upon registration each child is evaluated informally to see if he/she is eligible for NYSITELL testing. Based upon the answers on the HLIS an initial, informal oral interview is conducted by an ELL pedagogue (with a translator's assistance when necessary). The ELL program provider is a certified ESL teacher who speaks only English. NYSITELL is then administered by the ELL provider to ELL candidates within ten days of registration/admission. Based upon the results of the NYSITELL, the student becomes "non-entitled" or "entitled" for ELL services. If the child is a Spanish language speaker he/she is given the Spanish LAB too, by a staff member who speaks Spanish with the eLL provider as part of the test team. Official entitlement is issued by the Borough Assessment Implementation

Director through ATS. The official scores become the basis to send an ELL entitlement or ELL non-entitlement letter to the parents. Those who are placed in the Entering and Emerging levels are required to 360 minutes/cycle of ELL program instruction; those who are placed in the Transitioning and Expanding levels are required to 180 minutes/cycle of ELL program instruction. Those who pass, or who have passed in the last 2 years are still entitled to 90 minutes of instruction each week.

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).

SIFE: Students with Interrupted Formal Education (SIFE) are those who come from a home in which a language other than English is spoken and enter a school within the United States after Grade Two. Students within this subpopulation must have had at least two consecutive years less schooling than their peers and as a result, function well below expected grade levels (by at least two years) in reading and mathematics. Some SIFE students may be pre-literate in their native language.

A SIFE student would be identified by noting that the student's work is very below standards. It is something that a teacher would notice and start investigating. Any class assessment would show that the student had some Interrupted Formal Education. Currently, there are no SIFE students enrolled within PS 203. However if we ever have SIFE students, a rigorous and tailored ESL program will be designed and implemented that draws upon the student's cultural and academic backgrounds. Intervention will be implemented to incorporate best practices in ESL methodologies, while building background knowledge and literacy skills. When possible, technological support (i.e. computer assisted instruction) would be an integral part of the student's day-to-day instruction.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

If a student has an IEP and the Home language is other than English The Language Proficiency Team, including Faigi Ackerman, Lori Skunca, and Angeline Victor (who speaks Creole), reviews evidence of the student's English language development. They may not all be bilingual but they are related service providers of speech, guidance and IEP respectively. Based on their determination a decision will be made if the student will take the NYSITELL. If the student takes the NYSITELL to determine ELL status, the ELL Identification Process continues as with all students. It is 10 days fro placement and 20 to accept or reject LP recommendation. The members of the LPT are: the speech teacher, guidance counselor, a parent, and the IEP coordinator.

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

Our ELL provider works with our pupil accountant secretary during registration to determine NYSITELL egibility of new admits. The NYSITELL is administered to eligible students and parents are provided with an entitlement or non-entitlement notification letter, within 10 days, in English and their own language as indicated on Home Language Survey.

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).

During the parent orientation parents are informed they have a right to appeal their child's ELL status. Paperwork is offered in English and the parents' preferred language. If the parent does not come to the orientation, as most do not, the paerwork is sent home. It is sent home repeatedly until the papers are returned. Copies are made before they are sent out to show that they were sent out. They are maintained by the ELL teacher, Sheryl Cohen. The parent coordinato, Kaitlyn Moraryt is also in attendance in case there are any school questions.

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

The parents/guardians of the new students are invited by the ELL teacher, Sheryl Cohen, to an orientation usually within 10 days of school, in September where a video, available in many languages, is shown describing the three program choices. This is an opportunity to ask questions about the school and its programs. Parent handbooks are available. Parents fill out the Survey and Program Selection form. On this form, parents have the option to request a bilingual or dual program. We do not offer these programs in this school. Parents have the option to transfer to another school with these programs. Most of the time parents select ELL. We have researched the DOE website, the enrollment office and OELL resources to locate other school with dual language and bilingual programs. If the parents do not attend the orientation, which happens most of the time, then the survey is sent home with the child. The ELL teacher follows up on getting the surveys returned.

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

Simultaneous to registration, an on-going Parent Orientation and Selection Program is held. Translators (e.g. aides, paraprofessionals, parents, the parent coordinator) and ELL providers conduct an oral and video presentation to the parents whose children speak another language. The orientation and paper work given out are in the native language of the parents (unless the parents choose English materials). The selection documents are explained and completed after the orientation. If a parent does not attend the first round of parent orientations, additional orientation sessions are held. Those parents are sent an additional invitation for the orientation session. If they do not attend this time, phone calls are made to the house or ESL service provider, Sheryl Cohen,

meets the parents at arrival/dismissal or Tuesday during parent engagement to invite them to come in. This paperwork is kept and maintained by the ESL teacher. She keeps a list of children who have and have not returned the program forms.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
Parent sign-in sheets at the orientation are cross-checked with the ESL student list to ensure all parents attend.
9. Describe how your school ensures that placement parent notification letters are distributed.
Entitlement letters are sent in backpacks to all students who will be receiving ESL services and non-entitlement letters are sent in backpacks to those who will not be receiving ESL services. The ESL service provider, along with the assistant principal ensure that all students receive the appropriate letters. They are photocopied and stored in ESL cumulative binder (sorted alphabetically by grade). The parents fill out the parent selection forms at the parent orientation. We provide the parent selection forms in native languages and provide oral translators to ensure all parents understand. We request that these forms be turned in at the end of the parent orientation meeting.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
The ESL teacher keeps copies of all the HLIS, non-entitlement and entitlement papers, as well as the translation and parent surveys. The originals are placed in the cumulative folders.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
All ESL students are grouped according to grade and class; testing modifications for SWDs are identified. A testing schedule and memo are created, outlining which students will be taking each part of the NYSESLAT and on what day and time. Only one modality is tested each day. Absentee sheets are filled out on each day of testing, in order to provide make-up exams. Once all tests have been administered, the booklets and bubble sheets are compared to the RLAT ensuring that all ELLs have been tested in each of the 4 modalities. Sheryl Cohen is the coordinator and the one who administers the NYSESLAT. Faigi Ackerman assists in the speaking and writing scoring.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Students who are continuing from last year receive letters of "continued entitlement". Students who are still receiving support receive "transitional support" letters. All letters go out in English and the child's native language, when available. The ESL teacher keeps records of who needs what forms. She keeps records of those who have not returned them and resends them.
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).
Parents mostly choose ESL. It is explained to the parents that they would have to find another school if they wanted the other programs. The parents want to keep their children in P.S. 203 so they accept what we have. We do not have the numbers for bilingual classes. That is explained too. The ESL teacher looks at all the parent surveys and sees that most parents want what is offered in P.S. 203. There is no trend toward anything other than ESL.

Part V: ELL Programming

A. Programming and Scheduling Information

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

P.S. 203 this year has a pull-out/push-in ESL program. It is created based on the NYSESLAT scores and NYSITELL tests. Students are grouped according to grade and proficiency levels. Some groups are heterogeneous and some are homogeneous depending on the grade and the numbers.

Students within these general education classrooms also range in a mixture of native language backgrounds. These students, however, receive their mandated ESL services via a push-in ESL teacher. Students have been strategically grouped based upon their English proficiencies. The ESL teachers works with their assigned students during content instruction to provide language acquisition and academic vocabulary support. This work is done in collaboration with the general education classroom teachers, and occurs in various “host” classrooms. The second part of the program is pull-out. The teacher takes a group of students, by grade and proficiency to her class where she can reinforce the instruction learned in the classroom.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

The ESL teacher makes lists of the students and the mandates they are required to have. She makes a program and schedule based on teacher requests, other providers schedules and student needs. The units of study per proficiency level are as follows: Entering and Emerging require 360 minutes per week, Transitioning and Expanding require 180 minutes per week, and Commanding (those who passed with the last 2 years) require 90 minutes per week.
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.

Teachers teach science and social studies inline with the NYC Scope and Sequence. Other subject areas (i.e. language arts, mathematics, technology, art) are intertwined into these lessons in order to ensure cross-curricular connections and an interdisciplinary approach. Teachers model the tasks needed to succeed with the materials associated with their subject matter. Visual and Auditory aid, graphic organizers and pairing are some strategies used. Native language is not used unless a student needs translation about a topic and a student or pedagogue who speaks that language is used. ESL teacher may go in to give support in the content areas or review topics in own classroom.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
N/A
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

All students at P.S. 203 are given formal assessments throughout the year in both reading and writing. Running Records are administered (F&P) on a monthly basis. This assesses their reading level (including comprehension, fluency, and accuracy). Additionally, students are informally assessed in speaking during the running records. During each lesson, there is an accountable talk portion which is an opportunity for teachers to listen in as students conversate with one another, thus assessing their listening and speaking skills.
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

SIFE: Students with Interrupted Formal Education (SIFE) are those who come from a home in which a language other than English is spoken and enter a school within the United States after Grade Two. Students within this subpopulation must have had at least two consecutive years less schooling than their peers and as a result, function well below expected grade levels (by at least two years) in reading and mathematics. Some SIFE students may be pre-literate in their native language.

Currently, there are no SIFE students enrolled within PS 203. However if we ever have SIFE students, a rigorous and tailored ESL program will be designed and implemented that draws upon the student’s cultural and academic backgrounds. Intervention will be implemented to incorporate best practices in ESL methodologies, while building background knowledge and literacy skills. When possible, technological support (i.e. computer assisted instruction) would be an integral

part of the student's day-to-day instruction.

Newcomers: Students within the Newcomer subpopulation are new to schooling within the United States and fall within service years 0-3. Some newcomers may have received adequate schooling in their native country and as a result, may be working at grade level. Those that are not, typically catch up academically due to working with an ESL provider. Other Newcomers may have had limited schooling in their native country or experienced minor interruptions. As a result, these students, typically, have limited native language literacy skills as well as poor academic achievement.

To meet the needs of this subpopulation, special care is taken when placing the student within a general education classroom and matching the student with an ESL service provider. Students scoring Beginning on the NYSITELL are placed within general education classrooms where the teachers have experience working with such students and, as a result, are able to accommodate their unique instructional needs (the same care is taken with those Newcomers scoring Intermediate or Advanced on the NYSITELL). In addition, these teachers have been afforded training through professional development on the NYSESLAT, NYSESLAT data, and ESL methodologies. Additional language and curricular support is provided by an experienced ESL Push-in teacher based upon the concept of the strongest teacher working with the weakest students. This type of strategic student/teacher grouping helps ensure that our Newcomers receive instruction that is academically rigorous, yet highly comprehensible, connected to their individual experiences and supported with Best-Practice and ESL methodologies. Our Newcomers receive direct phonics instruction through Foundations, as well as native language support through the following:

- Pairing them with a classroom partner or “buddy” who speaks the same primary language.
- Encouraging them to talk in their primary languages, as well as English.
- Providing our classroom and school libraries with bilingual texts that represent the primary languages spoken within our classroom and school, the best of our ability.
- Use of bilingual students, paraprofessionals and/or parent volunteers who speak the same primary language in order to provide tutoring, to read to the students in their primary language and to assist the students with publishing books written in their native languages.

ELLs: Students within the ELL subpopulation have been enrolled in a public school within the United States and have received ESL services for a number of years (between 4-6) who struggle with English acquisition, especially academic language. Many ELLs are able to achieve adequate grades day-to-day, but do not perform as well on standardized tests. Some experience difficulties in all content areas. As a result, students within this subpopulation require a great deal of instructional support to prevent them from becoming Long-Term ELLs.

Some of our ELLs have been referred (by their respective classroom teachers) to our Learning Lab and Youth Development for assessment in order to determine possible reasons for their academic, social-emotional and/or cultural differences. Members of the Learning Lab and Youth Development team support our students by:

- Observing students in classroom settings, during both whole-class lessons and independent work, in order to identify learning behaviors which may be contributing to experienced difficulties.
- Meet/collaborate with classroom teachers and/or ancillary staff in order to discuss their observations, receive input and to determine additional screenings (i.e. sensory profiles, speech/language assessments, vision screenings, etc.) needed in order to gain a better understanding of each individual student.
- Provide teachers and/or ancillary staff with strategies to assist with identified areas of challenge.
- Provide individual remediation and/or assistance to students, as needed (i.e. Learning Lab, Speech/Language services, Counseling services, Conflict Resolution, etc.).
- Develop Action Plans/Goals for each small groups that draw upon their strengths, but that address their specific areas of weakness and/or challenge.
- Review Action Plans/Goals and student progress with each small group, classroom teacher, ancillary staff, etc. on a regular basis, and make adjustments accordingly.

In addition to the mechanisms mentioned above, students within this subpopulation will continue to receive targeted interventions based upon their immediate needs via AIS/RTI and during after school and/or Saturday Academies. Additionally, Wilson/Fundations (research-based, multi-sensory reading and writing program that directly teaches the structure of words in the English language) is used by several classroom teachers and AIS staff to teach students within this subpopulation the coding system for reading and writing. Further, programs that have been successfully piloted by other New York City Department of Education schools (i.e. Achieve 3000, Award Reading English) are also under consideration (pending available funding) as a means of providing additional targeted support.

Long-Term ELLs: Students who have received schooling within the United States beyond 6 years of service. Students falling within this subpopulation often times are able to speak English, but may not do so fluently. Similarly, these students may also not be literate in their native language. Long-Term ELLs have received ESL services, but within different schools with programs that may not have been consistent. Nearly all Long-Term ELLs are below grade level in reading and writing, and continue to need ESL services in order to acquire academic English.

Former ELLs: Students within the Former ELL (FELL) subpopulation are also known as Former Limited English Proficient (FLEP). FELLs are students who have sufficient academic English language proficiency as measured by the NYSESLAT exam, and are able to function in a mainstream setting without the structured support of an ESL provider. Due to a concept referred to by Jim Cummins as Common Underlying Proficiency (CUP), many FELLs outperform their general education peers as a result of acquiring skills in both their native language and then in English. Jim Cummins' CUP theory indicates that strategies known in one language (i.e. native language) is accessible in a second language (i.e. English) once the student acquires sufficient proficiency in the second language. The theory explains why so many FELLs are able to successfully transfer the knowledge and skills developed in their native languages to the subjects being studied in English.

The FELL subpopulation will continue to receive services for two additional years.

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

The principal will monitor the academic progress of the student and consult with the teacher, the ELL provider, the parent/guardian, and the student to ensure the student is making progress. Testing and assessments show what progress student has made.
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?

Special Education ELLs: Students within this subpopulation receive services to support not only their documented disabilities, but their language acquisition needs as well. Leveled books and workbooks are used as materials to access academic content. Modeling and scaffolding are instructional strategies used to help understand the content and accelerate language development. Because the children are in small groups they are comfortable to ask questions and respond with creative answers.
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?

Curriculum units incorporate UDL considerations and teachers are trained in a variety of strategies so that there is flexibility in decision making at the classroom level to support ELL-SWDs in meeting their IEP goals and attaining English proficiency. ESL schedules are created based upon students linguistic needs. Through assessment, instruction and groupings, students are re-evaluated regularly and if required (based on student need/growth), scheduling can be altered. ELL-SWDs can be grouped with other ELL-SWDs and ELLs (non IEP), providing services within the least restrictive environment. Within the classroom, students are grouped regularly based upon student instructional needs, often times the groups contain a mix of general education students, ELLs, and SWDs.

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

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

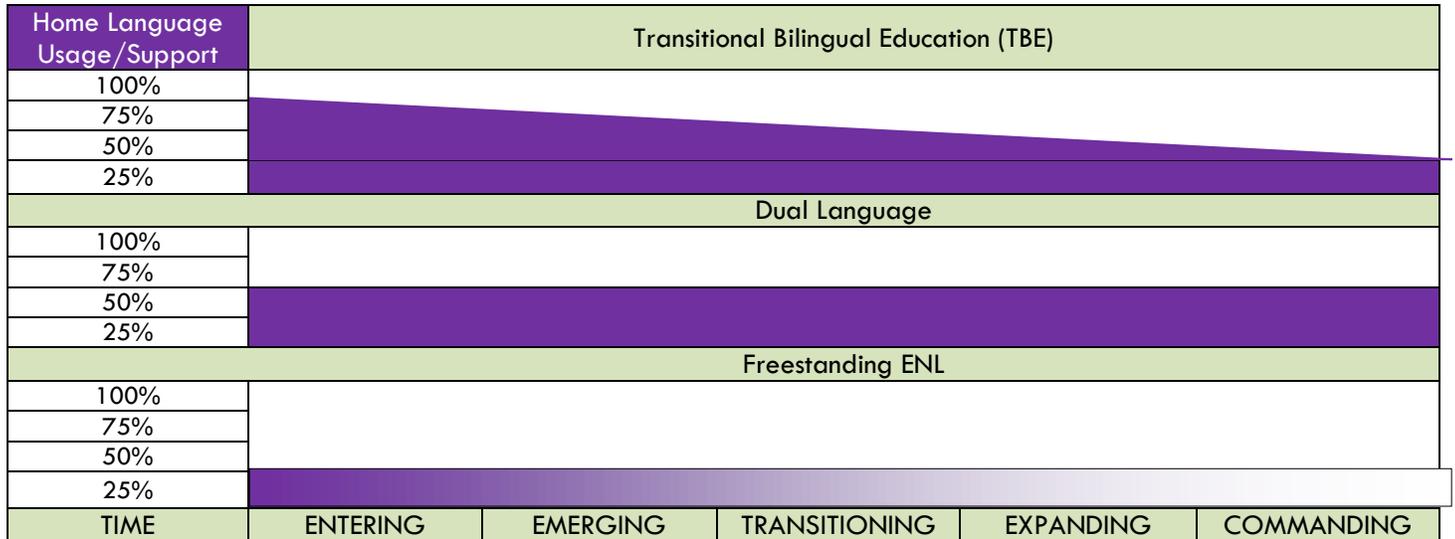


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Programs will be established within the academic areas of ELA and Mathematics. The intent of these programs will be to help our students meet and/or exceed the Common Core Learning Standards assigned to their respective grades. Our goal, however, is to place special focus on our ELL population in order to maximize their English language acquisition, and to assist them in achieving the state-designated level of English proficiency for their grade. As a result, classroom teachers (push-in ESL and General Education) will work closely with the Administrative and Instructional Teams in order to design targeted content area (including Science and Social Studies) instruction that is tailored to the specific needs of our ELLs, and that is rooted in best-instructional practices and ESL methodologies.
- At present, our AIS provider/within our RTI initiative will work with small groupings of students in grades three through five in 8 week cycles. In addition, our after-school programs will operate cyclically, with students receiving related services in 6-8 week blocks with reassessment at that time. This especially holds true for those students who are far below grade level as indicated on previous State exams and Fountas and Pinnell data.
- The native language will not be included as we teach our classes in English.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Students are learning to read and write, and problem solve as outlined by the Common Core. Our literacy units incorporate content area material and UDL considerations (supporting ELLs and SWDs). In addition, our ESL schedules provide push-in instruction during the literacy block for additional support and instruction in both content and language development. Teachers are aware of the ELL students, because the ESL teacher has given them lists, so during content area subjects (Science, Social Studies and Math) students can be paired up and extra aid may be given. Teachers use different assessments to observe growth in learning and review the data frequently.
12. What new programs or improvements will be considered for the upcoming school year?
- ELL students are offered whatever programs are available. Due to budget constraints there may not be any new programs. We do have ongoing programs such as: Leap Pad, Leap Track, and Skills Tutor for reading. We have Math Fact fluency, Skills Tutor for math. We have flexible grouping, shared reading, and read aloud following science and social studies lessons.
13. What programs/services for ELLs will be discontinued and why?
- We are not discontinuing any of the current programs.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- We have a Title 3 after school program offered to our ELL grades 2-5, as well as the former ELLs for 2 years. This is for twice a week, two hours each day, for a few months. Content areas such as Math, Science and Social Studies are taught. ELLs and former ELLs also receive time and a half on state tests. Former ELLs have this as additional support for 2 years after attaining a proficiency level of Commanding on their NYSESLAT. There is also OST after school. All students are invited. ELLs are offered to attend all the same programs, during and after school, as non ELLs because every student gets the information. Nobody is left out. It is their choice if they want to participate. Each year the representation changes but the Title 3 program usually has most participating.
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.
- Instructional materials include: Leap Pad Library, Carousel of Ideas, Journeys English Language through Science, Fairy Tale and Folktale Big Books, New Heights Reading Program, Flash grammar books, Rigby leveled books and leveled workbooks such as: Speedy Spelling, Math Options, Hit the Ground Running, Just Right Reading, Math and Literature Connections, Approach and Connect Math, Connecting Vocabulary, Creative Ideas, Finish Line for ELLs and Writing Thesaurus. These books include the different content area subjects as well as different levels. This enables the ELL teacher to teach a variety of subjects at a variety of different levels.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
- Our ESL students are supported in their native language through the following:
- Pairing ELLs with a classroom partner or “buddy” who speaks the same primary language.
 - Encouraging them to talk in their primary languages, as well as English.
 - Providing our classroom and school libraries with bilingual texts that represent the primary languages spoken within our classroom and school, to the best of our ability.
 - Use of bilingual students, paraprofessionals and/or parent volunteers who speak the same primary language in order to provide tutoring, to read to the students in their primary language and to assist the students with publishing books written in their native languages.

In addition we offer the ELL students translations on the state tests, if available as native language support. We offer native

language glossaries to assist on the tests.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Data will be thoroughly reviewed and analyzed during common grade level (i.e. Grade One, Grade Two, etc.) meetings and used to plan lessons, to differentiate instruction based on student needs, and to formulate flexible groupings of students needing enrichment (above grade level), review & practice (on grade level), re-teaching (slightly below grade level), and remediation (significantly below grade level). Additionally, acquired data will be further reviewed by administrators and our Instructional Team (comprised of grade level leaders and other ancillary staff in order to plan and implement differentiated professional development within the school community).
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
There are many forums by which new parents, including our ELLs, are provided opportunities to tour the building, meet staff and administrators, mingle with other new parents and most importantly meet the next year's classroom teacher (all communicated bilingually) before the start of the school year in order to assist with the transition. School tours will be held. During these tours parents will be walked through the building with an administrator and current parents to observe the "everyday" climate of PS 203. Visits include classrooms, cafeteria, library, talent classes, offices, etc. This is a time when current PS 203 parents inform new parents about various parent related interests such as PA, various fundraisers, performances, Multicultural Night and so much more. The Welcome Breakfast, for families new to the school, takes place in September; it is when all new parents are welcomed into the PS 203 family. The Principal, Assistant Principal, parent coordinator, counselors, teachers, and parents speak with the parents about routines, expectations, procedures and opportunities available at PS 203. During the Curriculum Conferences, held at the end of September teachers open their doors to all parents and describe in detail their schedules, curriculum/units, expectations and of course contact information. We will host an ESL parent breakfast. At that time, the parents will be introduced to the ESL provider and the ESL program/data will be explained to them. Administrators, Parent Coordinator, and the ESL provider will be present.
19. What language electives are offered to ELLs?
We do not have language electives.
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

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

Effective educators are constantly re-evaluating and rethinking their practices focusing on curriculum requirements, new information and research, and the day-to-day demands of teaching. It is our belief that in order to make the best teaching decisions for our students, we must be fully informed about credible research, exemplary teaching practices, the social aspects of learning, how our students develop as learners, etc. One of the best ways to continue to be knowledgeable is through engagement in ongoing professional development and conversations during grade level meetings/planning days, periodic professional development days, professional reading, and through the turn-keying of information acquired while attending workshops and seminars outside of the school. The ESL teacher has gone (9/18,10/22) and plans to attend (11/3) monthly workshops with the Brooklyn South ELL Support Team.

While our teachers have a number of opportunities available to develop themselves professionally, teachers have weekly professional opportunities to strengthen their collegiality and knowledge-base (which translates into higher student achievement). Through these professional forums, members of our entire school community partake in a number of activities from viewing and discussing high-quality teaching, engaging in thematic grade level planning, delving deeper in best practices/teaching methodologies (including ESL) and differentiated learning via study groups and working with in-house specialists in the areas of literacy, mathematics and ESL.

Various professional development is provided to all teachers (including ESL teachers) weekly, covering various topics such as Miscue Analysis, Using miscue to plan for guided reading, math self-assessments, writing analysis using rubrics, data etc.

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?

All teachers receive training in the NYSESLAT, as well as NYSESLAT data analysis. We feel that familiarizing the staff with the NYSESLAT (Reading, Writing, Listening, and Speaking) will assist all teachers in good standards based literacy instruction. In order to help with consistency in planning and instruction, all staff members drill down the NYSESLAT data together. Sign-in sheets from all Professional development sessions are filled out and stored in a Professional development binder.

In addition, at P.S. 203 our training in the Common Core began 4 years ago. All of our literacy and math units have been fully aligned to the Common Core Standards for the past 4 school years. While planning units and lessons, we review the common core standards associated with the unit, often times referring to student work that meets the standards.

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

To support our students as they transition to Middle School, we offer a Grade 5 assembly to distribute directories. We spend time reviewing with students and teachers how to read the directory pages and how to read and interpret the middle school description pages. The guidance counselors, who are a part of our professional development sessions, assist the students, as well as the ELL students, as they transition from elementary to middle school.

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.

Attendance is taken at all staff development activities. The ELL teacher attends workshops and has opportunities to turnkey what she has learned at future workshops.

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?

Our parent coordinator, Ms. Moriarty, is available for parents with questions about our school and programs. She speaks Spanish and helps to make our Spanish speaking parents more comfortable. They call her when they have questions because they can speak to her in Spanish and feel good. A packet of school information is given out to the newly enrolled ELL students in English and their language. The ELL teacher works closely with the parent coordinator to ensure the new families are invited to tour the school and have a meeting to introduce them to the school and its programs. There are also Creole speaking staff members to help with translations for families who speak Haitian Creole. We always have our ears open so whenever there are programs in the area for parents we invite them to attend. Our Occupational Therapist speaks Russian which has been very helpful for our Russian family in the school.

A translation survey is given out to all families who speak another language. The parents have the option to receive school information, report cards, and other information in their own language. We give our students handouts in their languages by having DOE paperwork translated. If the DOE doesn't send out translations then our parent coordinator sends it out for translations through the DOE. Parents are invited to attend PTA meetings and volunteer to help in our book sales, pumpkin sales, carnival and watch our monthly grade assemblies. When the parents participate they feel good about the school their children are in. Parents are invited to offered workshops. Parents are invited this year to join a nearby school who is giving English classes at night. Learning Leaders and school staff provide parent workshops. Many attendees are parents of our ELL students. Parents have developed a positive rapport with our parent coordinator making it easier for their needs to be known. Word of mouth also increases the number of parents making contact. Our school's parent coordinator also creates and distributes a survey to all families to determine topics for future workshops. There are tools in the school used for translation like the Talking Pen and the Talk and Listen Kit which both translate for parents use.

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.

Individual meetings with the parents or guardians of English language learners are scheduled during our our scheduled Family Engagement time on Tuesdays, in addition to parent-teacher conferences, initial parent orientations, quarterly progress meetings. Letters are sent home or phone calls are made to schedule the meetings. During the meetings and attendance sheet is signed and then the goals of the program, their child's language development progress, their child's English language proficiency assessment results, and language development needs in all content areas are discussed. These meetings include school staff necessary to sufficiently inform the parents or guardians about the child's language development in all content areas in English and in the child's home language. When necessary the meeting is conducted with a qualified interpreter/translator in the language or mode of communication the parent or guardian best understands.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parental involvement is up to each family. We have a warm and welcoming rapport if they take the opportunities to join us for events and activities.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? The school does not partner with other agencies to provide workshops for parents, as of now.

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

The translation parent survey given out in September asks parents' their needs and in what languages. The school can evaluate and determine from that how we can help.

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

We are available if the parent needs us. Tuesday afternoons are opportunities to meet with the parents to discuss all issues and address their needs.

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.

n/a

School Name: **Floyd Bennett**

School DBN: **22k203**

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) |
|---------------------|---|-----------|-----------------|
| Yocastaa Miller | Principal | | 1/1/01 |
| Brian Sadowski | Assistant Principal | | 1/1/01 |
| Kaitlyn Moriarty | Parent Coordinator | | 1/1/01 |
| Sheryl Cohen | ENL/Bilingual Teacher | | 1/1/01 |
| Charmaine Dixon | Parent | | 1/1/01 |
| Faigi Ackerman | Teacher/Subject Area | | 1/1/01 |
| Angeline Victor/IEP | Teacher/Subject Area | | 1/1/01 |
| | Coach | | 1/1/01 |
| | Coach | | 1/1/01 |
| Lori Skunca | School Counselor | | 1/1/01 |
| | Superintendent | | 1/1/01 |
| | Borough Field Support Center Staff Member _____ | | 1/1/01 |
| | Other _____ | | 1/1/01 |
| | Other _____ | | 1/1/01 |
| | Other _____ | | 1/1/01 |

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **22k203** School Name: **Floyd Be**
Superintendent: **Julia Bove**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.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.

ATS is a first record of the students' languages based on the Home Language Identification Surveys. The information from the surveys is transferred to ATS. The ESL teacher copies and keeps as a record all the surveys. The codes are then compared to the ATS records to see if they are aligned.

The school has created a parent survey to be administered early in the year to all the students who speak another language to determine both the need for and the availability of translation services. This survey is distributed once all the records are complete and the list of other languages is complete on ATS. The survey is a second record and second chance for the parents to let it be known that there is another language at home. This gives them the opportunity to inform us that they need translation services on specific things such as parent handouts and report cards, etc. The ESL teacher makes a chart and keeps a record of what the parents need. The ESL teacher keeps the surveys that are returned. The emergency cards very often have a second language listed if necessary. This would be a third record to show language preference. It would also explain why the parent doesn't understand the person who has called them.

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.

Surveys will be distributed to and collected from families who indicated another language on the Home Language Identification Survey. When the surveys are returned they will be analyzed. A report or chart can be created and updated regularly about the languages parents speak. Those who request to receive

information in another language other than English will be able to receive written translations for the handouts that have been or will be distributed. Report cards are distributed in other languages as well so parents will be a part of how their children are doing in school. Teachers are notified which students don't speak English at home. A major finding is that our primary languages are Spanish and Haitian . Our secondary languages are Arabic and Urdu. These numbers are growing. We have adults in the school who speak some of these languages and can translate for parents when needed. Some parents want the report cards in their languages .Some would be more involved if they were asked to translate. Some would be more involved if meetings and activities were conducted in their languages. The ESL teacher discusses with the teachers of the students, who returned the survey, the needs of the parents, according to the survey.

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.)

Translation needs for specific events are determined during the planning of the event, based on the invitees' needs. The school uses a variety of methods for providing translation: staff, parent volunteers, the DOE Translation Unit and outside vendors. The Parent Coordinator assesses the language needs with the LAC prior to the event; print media is sent to the DOE unit at least two weeks prior to the event. Purchase Orders or arrangements for staff and volunteers are made when planning events. Newsletters, calendars, notices sent schoolwide informing parents of school closures, exams and curriculum are translated,

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.

The school uses a variety of methods for oral translation: staff, parent volunteer, and outside vendor. The identified face-to-face interpreting needs are met through, volunteer or staff members translating during events or by utilizing the DOE's phone interpreting unit. Our school has monthly PTA meetings, parent - teacher conferences in November, March and May, bi-monthly workshops, curriculum night in September, meetings with our parent coordinator, attendance teacher or guidance counselor if their child has been identified as requiring extra support. If the school plans to send out documents that can be translated the request will go to the Translation and Interpretation Unit at least 2 weeks ahead of time.

Part C: Providing Language Assistance Services

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

The school makes sure notices go out to the ELL students when it comes in other languages. In addition, contracted Translation vendors will be called upon to provide translations of school wide notices. When individual communications are needed, the school has enlisted the services of staff members who are able to write in the languages needed. Planning ahead allows us time to submit requests to the Translation unit.

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.

As a result of the survey, a group of parents will be established to provide translations services for Parent Teacher Conferences. The Parent Coordinator also has the capability of accessing the Department of Education's Translation unit with oral interpretations, if need be. Many notices are already available in translation at the Translation Unit. they just need to be requested. The school has purchased a translation device called "Talk and Listen". It will enable us to have up to three individuals translate the ongoings at school meetings from English into the Native Language. In addition, we have purchased Talking Pen from Mantra Lingua, which is a device that enables our office staff to interact with families speaking languages other than English to identify their requests and provide service to them accordingly.

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.)

Staff members are emailed the resources available to engage with and inform parents with limited English proficiency provided in Principals' Weekly. They are provided with the Language Access Resources page link, The Translation Services page, Interpretation Services page and the Translated Documents page links. They have been provided with the phone number and extension of the Over-the-phone interpreters as well as their hours of service. We have also provided our staff members with a phone number they may utilize if they have any further questions about additional services and resources to communicate with parents with limited English proficiency. The "I speak..." card has all the information on it for over the phone translation and interpretation. This may all be reviewed at a professional development session we have during the year.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

The school identifies the families with another language through the Home Language Identification Survey. Our ESL teacher ensures that those who require language assistance services are provided a copy, in their native language, of the Bill of Parents Rights and Responsibilities which includes their rights regarding translation and interpretation services. The school Safety Plan also contains procedures for ensuring that parents in need of language access services are not placed at a disadvantage in reaching the school due to language barriers. The Department of Education's Translation and Interpretation Unit and contracted vendors will be available to translate certain documents. Parents are notified of their rights to have translations available through signage at entrances to our school, main office and Parent Coordinator's office.

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)

Develop and survey parents to determine to whom, how and to what extent communication has occurred. Identify underrepresented families. Conduct dialogue sessions to identify methods of collecting and disseminating information to all stakeholders. Provide open lines of communication for receiving comments and suggestions from parents and build the school's capacity to route this information to the intended persons. Establish multiple mechanisms for gathering opinions such as suggestion boxes, annual parent surveys and random parent phone surveys.