

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

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

**17K221**

**School Name:**

**P.S. 221 TOUSSAINT L'OUVERTURE**

**Principal:**

**CLARA MOODIE-KIRKLAND**

## Comprehensive Educational Plan (CEP) Outline

**Section 1: School Information Page**

**Section 2: School Leadership Team (SLT) Signature Page**

**Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)**

**Section 4: CEP Overview**

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

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

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

**Section 7: Title I Program Information**

**Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**

**Section 1: School Information Page**

**School Information**

School Name: P.S. 221 Toussaint L'Ouverture School Number (DBN): 17K221  
Grades Served: Pre-K - 5  
School Address: 791 Empire Boulevard, Brooklyn N.Y. 11213  
Phone Number: (718) 756-0122 Fax: (718)953-2657  
School Contact Person: Clara Moodie Email Address: cmoodie@schools.nyc.gov  
Principal: Clara Moodie  
UFT Chapter Leader: Jepthahlin Scott  
Parents' Association President: Parent's Association President: Esmelda Johnson  
SLT Chairperson: Averill Mason-Scantlebury  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Rianne Johnson  
Student Representative(s):

**District Information**

District: 17 Superintendent: Mr. Clarence Ellis  
Superintendent's Office Address: 1224 park place, Brooklyn, N.Y. 11213  
Superintendent's Email Address: Cellis3@schools.nyc.gov  
Phone Number: (718)221-4372 Fax: (718)221-4326

**Borough Field Support Center (BFSC)**

BFSC: \_\_\_\_\_ Director: Cheryl Watson-Harris  
Director's Office Address: 415 89th Street, Brooklyn, NY 11209  
Director's Email Address: CWatson21@schools.nyc.gov  
Phone Number: (718) 759-5131 Fax: \_\_\_\_\_

## Section 2: School Leadership Team (SLT) Signature Page

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Clara Moodie	*Principal or Designee	
Jepthahlin Scott	*UFT Chapter Leader or Designee	
Esmelda Johnson	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Jackie Layne	Member/ Parent	
Tameisha Archer	Member/Parent	
Averill Mason-Scantlebury	Member/Parent	
Veronica Shields	Member/Parent	
	Member/Parent	
S. Williams	Member/ Teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Tamu Francis	Member/ Teacher	
Yolande Edwards	Member/	
	Member/	

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

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

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

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

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

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



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

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

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

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

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

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

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

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

## The Quality Review and the Framework for Great Schools

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

### NYCDOE’s Quality Review (QR)

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

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

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

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

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

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

## Section 4: CEP Overview

Develop a narrative summary that includes:

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

P.S. 221, the

The annex is a separate building connected to the main building by a 2<sup>nd</sup> floor bridge. The

annex houses seven classes and has an Assistant Principal's office. The custodial staff is keeping both buildings clean, safe and well lit.

We believe that it "takes a village to raise a child". Therefore, we envision our school as a community of learners. Everyone is actively involved in the educational process: students, staff and parents. Our mission is to empower our students to become critical thinkers who are able to communicate effectively and develop skills and knowledge to help them become productive members of society. We all share in the responsibility of helping our students reach their goals in a nurturing, and supportive environment.

The P.S. 221 community will provide a safe, nurturing environment that will develop self-esteem and prepare each and every student to function as responsible members in their local and global communities. Students will be encouraged to reach their levels of academic excellence.

The current instructional programs used to support our goals are Ready Gen and Go Math. We made a collaborative decision to implement Ready Gen in English language arts and Go Math for mathematics instruction, in order to create coherent curriculum and planning across grade levels and ensure full alignment to the Common Core Learning Standards (

P.S. 221 recognizes that parents are our students' first and foremost teachers. We encourage parent volunteers to work with teachers in the classrooms and lunchrooms. In addition, P.S. 221, along with the Parent Coordinator, lead teachers and Guidance Counselors provide parent workshops. Topics include Literacy, Math, Prep for Prep, discipline and other community issues. P.S. 221 will continue developing and strengthening our relationship with parents and the community. We recognize the importance of their input in our school.

During the past four years P.S. 221 has been working closely with the Non-Profit Organization, "Seeds In The Middle" led by Ms.

P.S. 221 has grown in many ways during the past year A review of the 2014/15 QR indicated that our teacher teams worked well revising units and tasks across grades and subjects. It is also indicated that various opportunities are in place for teachers to engage in professional development to strengthen their instructional capacity and make significant progress for students to meet the appropriate Common Core Learning Standards. However, state test indicate a decrease in performance in Math and ELA for our SWD

Our focus this year is to continue to improve student performance and provide continued support to staff through professional development. This will be accomplished through teachers continuing to improve their questioning and discussion techniques and using assessment throughout instruction. We will also focus our teachers on continued work in teacher teams to revise and update curriculum maps, examine student work and monitor student progress. Professional development will be provided regularly by school leaders, teacher leaders field leaders and our superintendent to improve instruction and student performance. *We have brought rigor to instruction by incorporating structures to focus on customizing instruction in the form of scaffolding and providing various entry points for our*

*students. Our teachers work collaboratively to support the success and improvement of the students by performing gap analysis, reviewing assessment data, modeling and sharing best practices.*

*The administration will conduct instructional walks. Teachers will have the opportunity to observe each other, critique each others instruction to provide constructive responses to improve teaching and learning.*

## 17K221 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	429	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
				N/A
School Composition (2013-14)				
% Title I Population	80.9%	% Attendance Rate		91.1%
% Free Lunch	82.4%	% Reduced Lunch		6.4%
% Limited English Proficient	6.7%	% Students with Disabilities		21.3%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.7%	% Black or African American		89.6%
% Hispanic or Latino	8.2%	% Asian or Native Hawaiian/Pacific Islander		0.2%
% White	1.3%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	11.16	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)		9.85
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	18.7%	Mathematics Performance at levels 3 & 4		20.6%
Science Performance at levels 3 & 4 (4th Grade)	71.8%	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.

1. Finding: An analysis of the 2015 State Math test and a review of classroom assessment results indicate a positive movement in achievement for our general education students. General education students have shown a 7% increase in performance. However, Our SWD have shown a 6% decrease in performance on proficiency level (PL) 3 and 4. Our ELL students have shown a 5% decline in performance. This year we will continue using the Go Math curriculum. We will modify the scaffolds to better meet the needs of our SWD and ELL population. providing varied entry points.

2. Strength: P.S. 221 has collaboratively chosen a research-based Math curriculum, “Go Math”. During the 2013/2014 school year. Teacher teams worked collaboratively to modify the curriculum. The implementation of Go Math provided clear standard base instruction, intervention and enrichment. We have made the following gains based on good instruction and the implementation of Go Math.

- \* 28% of all students performed at performance level ( PL) 3&4, representing an 8% increase from 2014. Overall student performance at PL 1 decreased by 7%.
- \* 29% of all females performed at PL 3 & 4, representing a 7% increase from 2014 and a decrease of 6% performing at PL 1.
- \* 27% of all male students performed at PL 3 & 4, representing an 8% increase from the prior year’s exam. Males performing at PL 1 decreased by 8%.

### 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 teachers will modify the math curriculum to enhance problem-solving and question and discussion techniques, so that instruction is customized, motivating and aligned to common core standards with an emphasis on improving achievement of our special needs students. This will result in an overall 3% improvement on the state math test.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>1. <b>Math literacy Block</b> - Kindergarten through grade five implement a 90 minute Math Block of instruction daily. Two days a week math instruction will take place during the first half of the day and the remaining three days a week, it will take place in the latter half of the day.</p> <p>2. Implementation of a four week cycle to monitor structures in place. Week 1- update units of study, embedding instructional shifts, and multiple entry points . Week 2 - Examine student work products, comparing student work products against the standards. Week 3 - examine the results of common assessments, unit ,chapter or teacher-made task. Week 4 - set aside to address additional areas of need or re-visit areas.</p>	<p>Kindergarten – grade 5, GE, SWD and ELL'S  Teachers</p>	<p>Sept. 2015 – June 2016  Nov. 2015- June 2016</p>	<p>Principal, classroom teachers, Assistant Principals  Principal, classroom teachers, Assistant Principals</p>
<p>1. <b>Professional Development</b> – Professional Development will be provided on the following topics: Using data to drive instruction, analyzing student’s work, bringing rigor to a lesson, modifying curriculum units of study with scaffolds, in order to address deficits identified in our data findings. Professional development will be differentiated based on observances, teacher reflections and student needs.</p>	<p>All Staff</p>	<p>Sept. 2015 June 2016</p>	<p>Classroom teachers that attend PD will turn-key information to staff, Professional development will be provided by the Principal, Assistant Principals, instructional leads.</p>
<p>Integrate the use of manipulatives and math games into daily math instruction to deepen the student’s ( including SWDs, ELLS and Students in the lowest third) understanding of math concepts and strategies being taught.</p>	<p>Kindergarten – grade 5  GE, SWD and ELL'S</p>	<p>September - June</p>	<p>Classroom teachers, Principal, Assistant Principal</p>

**Part 4 – Budget and Resource Alignment**

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

1. Common Prep periods for team/ grade planning.
2. Funding for per session – after-school program
3. Teachers and supervisor for the after school program
4. DOE Go Math Online student program, RAZ Kids, PD in ,IXL
5. Professional development by teachers an in house staff, Network provided Professional Development, Go Math PD. Implementation of strategies introduced in PD, I Ready student books.

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

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

### **Part 5 – Progress Monitoring**

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

1. By February 2016 students will score 70% or higher on the Go Math End Chapter assessments gain of 5% on periodic assessments.
2. Teacher reflections on professional development sessions, and student progress as measured through assessment data and analysis of student work. Teacher observations and feedback will be provided in order to monitor the effectiveness of professional development learning.

Attendance/participation of students in the after school program

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

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

**Section 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.

1. Findings: An analysis of the 2015 State ELA scores test and a review of classroom assessment results indicate a positive movement in achievement for our general education students. General education students have shown a 6% increase in performance. However, Our SWD have shown only 7% performing on proficiency level (PL) 3. Our ELL students are performing on PL 1 and 2.. This year we will continue using the ReadyGen curriculum. We will modify the scaffolds to better meet the needs of our SWD and ELL population. providing varied entry points.

2. Strength: Our general education students have shown significant progress in ELA based on the 2014 State Assessment. We have collaboratively chosen a research-based program “Ready Gen,” to support ELA growth.

Our gains are as follows:

\* 26% of all students performed at PL 3 & 4, representing a 7% increase from the prior year’s exam.

- 32% of all female students performed at PL 3 & 4, representing a 10% increase from the prior year’s exam.
- 27% of all Black/African-American students performed at PL 3 & 4, representing an 8% increase from the prior year’s exam.

### 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 teachers will establish a classroom culture where students feel supported and challenged through the improvement of questioning and discussion techniques and the use of assessment throughout instruction. This will result in an overall 3% improvement on the State ELA exam.

### Part 3 – Action Plan

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</b></li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
<p>1.Literacy Block - Kindergarten through grade five will implement a 120 minute Literacy Block of instruction daily. Three days a week Literacy instruction will take place during the first half of the day and the remaining two days a week, it will take place in the latter half of the day.</p> <p>2. Implementation of a four week cycle to monitor structures in place. Week 1- update units of study, embedding instructional shifts, and multiple entry points . Week 2 - Examine student work products, comparing student work products against the standards. Week 3 - examine the results of common assessments, unit ,chapter or teacher-made task. Week 4 - set aside to address additional areas of need or re-visit areas.</p>	Grade K –5  GE, SWD and ELL'S	Sept. 2014 -6/15  Nov. 2015- June 2016	1. Classroom teachers, Principal, Assistant Principals and district support staff will support teacher team planning, lab-sites, and inter-visitation.
Professional Development will be provided on the following topics: Continue deepening our understanding of rigor; using data to drive instruction; analyzing student’s work; modifying curriculum units of study with scaffolds in order to specifically address the needs of SWDs, ELLs, and Students in the lowest third. Professional development will be differentiated based on observances, teacher reflections and student needs.	All Staff	9/15-6/16	Classroom teachers that attend PD to turn-key information.
After -school Literacy Program in ELA two afternoons each week.	Grades 3-5  GE, SWD and ELL'S	2/16-5-16	Teachers, principal, Assistant Principal

**Part 4 – Budget and Resource Alignment**

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

1. ReadyGen curriculum, Ready Gen online PD; common preps for planning and reviewing student work; Teacher observation with feedback based on the Danielson frameworks.

2. DOE professional developments, Field/ District provided professional development; CITE professional development, online professional development.
3. Teacher leaders- turn-keying information, Principal and Assistance Principals conducting PD..
4. ELA student books (Progress ELA) for after-school program.
5. 26 - 30 per diem days to attend professional development

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

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

### Part 5 – Progress Monitoring

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

1. MOSL ELA student data will be analyzed in September and June.
2. By February 2016 Students will have one to two level increase on the DRA 2 Assessment.
3. By February 2016 Students will score 70% or higher on the periodic assessment.
3. Teachers and supervisors in the after-school program will regularly monitor student progress via analysis of baseline result unit assessments.

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

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

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

### Part 1 – Needs Assessment

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

1. Findings: A review of the 2013/2014 Developing Quality Review (DQR) indicated the need to continue and deepen the effectiveness of teaching practices to promote academic rigor and improve student outcomes. The 2015 Quality Review (QR) indicated a level of improvement however we need to continue this upward momentum. The updating of curriculum and units of study during the 2015 school year contributed to the 6% increase on the State ELA test and 7% increase on the State Math test

2. Strengths: School leaders organize time for teacher teams to meet. The 2015 QR indicated school leaders and teachers effectively align curricula to common core learning standards and ensure the integration of the instructional shifts. Teachers also utilize student work and data in planning and refining curricula and task. The school is supported by the field office and district which helps us to address our professional learning needs.

### Part 2 – Annual Goal

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

By June 2016 all teachers will have the opportunity to participate in professional development which promotes a culture of respect and continuous school-wide improvement, as evidenced by a minimum of 50% teacher improvement in 2 or more components of the Danielson Framework for Teaching. Professional development is designed in several categories, mandated (entire staff), assigned based on need and choice of staff member.

### Part 3 – Action Plan

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Instructional rounds will be conducted by teams of teachers to provide feedback and support professional growth to each other</p>	<p>Classroom teachers grades K-5</p>	<p>October - May</p>	<p>Classroom teachers, Principal, Assistant Principals and district support staff will support teacher team planning, lab-sites, and inter-visitiation</p>
<p>Professional Learning Communities will regularly collaboratively read articles and professional books, intended to specifically address identified areas of teacher practice in need of improvement</p>	<p>Classroom teachers grades K-5</p>	<p>Monthly</p>	<p>Teachers, principal, Assistant Principal</p>
<p>Teacher led professional development on Mondays will include strategies to address the specific needs of SWD, ELL, and students in the lowest third; as well as the deficits in student understanding identified in our data findings.</p>	<p>Teachers</p>	<p>October - June</p>	<p>Teachers, principal, Assistant Principal</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>Professional Articles, Professional books, access to video library, Off site Professional development opportunities i.e. Teacher's College , scheduling for inter-visitations, teacher leaders, Principal, Assistant Principals. 10-12 Per Diem days</p>										
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
X	Tax Levy	X	Title I SWP	Title I TA	Title II, Part A	Title III, Part A	Title III, Immigrant			
	C4E		21 <sup>st</sup> Century Grant	SIG/SIF	PTA Funded	In Kind	Other			

**Part 5 – Progress Monitoring**

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

By February 2016 50% of teacher will improve in at least one component of the Danielson Framework for teaching. Practices will be analyzed via review of school-wide formal and informal observational; and via a review of lesson plan artifacts. In January we will review data to see if we are on track to achieving this goal.

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

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

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

**Part 1 – Needs Assessment**

<ul style="list-style-type: none"> <li>Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.</li> <li>Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>
<p>1.Findings: A review of our 2014 Developing Quality Review (DQR) Report indicated that school leaders need to continue to refine systems and structures in place to improve teaching practices. Our 2015 Quality Review (QR) indicates an improvement however refinement is still needed.</p> <p>Strengths: School leaders make strategic decisions to use resources in alignment with school goals that strengthen instructional capacity, professional collaboration and are geared toward improved student achievement</p>

**Part 2 – Annual Goal**

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2016 school leaders will conduct frequent cycles of progress monitoring of school and grade levels, to determine strengths, weaknesses and areas for school wide improvement evidenced by student data/work product and 100% complete of observations in Advance.</p>

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li><b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li><b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li><b>Strategies to promote parent leadership and engagement as a key lever for school improvement.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Every month administrators and teacher teams will review observational and student data in order to determine if there is improvement in teacher practices and student outcomes.</p>	<p>Classroom teachers grades K-5</p>	<p>11/15 - 6/16</p>	<p>Classroom teachers, Principal, Assistant Principals and district support staff will support</p>

Establish a four week monthly cycle to enable teachers to work collaboratively to do the following: Week one – embed scaffolding strategies into units of study, week two- analyzing student work, week three analyzing common assessments, and week four – continued review of student work or assessment results. Weekly teacher team work will be monitored by the administration.	Classroom teachers grades K-5	10/15 - 6/16	Classroom teachers, Principal, Assistant Principals and district support staff will support
The Prep schedule will be strategically organized to accommodate three – four common prep periods for every class/ grade including classes of SWDs, ELLs, and those with students in the lowest third.	Teachers	9/15	Principal, Assistant Principals

**Part 4 – Budget and Resource Alignment**

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

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016 all teachers will receive at least two observations and feedback sessions. Examination of Observation Data in Advance.
<b>Part 5b.</b> In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

### Part 1 – Needs Assessment

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

1. Findings: A review of the 2015 School Environment Survey indicated that parents would like more opportunities for workshops and to receive community information.

2. Strengths: Our 2014 Environmental Survey indicated that ninety-six percent of the parents are satisfied with the education that their child received. Results of the 2015 Environmental Survey indicate an increase to 97 % of our parents satisfied with the education that their child receive.

### 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 school leadership will bring family resources into the building by developing partnerships with families, businesses, and community-based organizations. This will be evidenced by five (5) or more Parent workshops and three (3) organization connections.

### Part 3 – Action Plan

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>We will continue our connection with Learning Leaders to provide Four workshops for Parents. The topics are Writing; test taking strategies, Common Core Standards.</p>	<p>Parents</p>	<p>9/15 –6/16</p>	<p>Parent Coordinator, principal Assistant Principal</p>
<p>Monthly Newsletter/Calendar to Parents will be created and distributed.</p>	<p>Parents</p>	<p>9/15 –6/16</p>	<p>Parent Coordinator, principal Assistant Principal</p>
<p>Cite will provide two workshops for Parents topics to be determined by Parents i.e. relieving homework stress, test anxiety</p>	<p>Parents</p>	<p>12/15 – 6/16</p>	<p>Title I Committee, principal, AP</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>Contract with Learning Leaders for four workshops, Survey of Topics of interest to Parents, Contract with Cite, Construct Newsletter/calendar, access to printing, and Parent invites to workshops. Teacher leaders, Principal and Assistance Principals.</p>										
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>By February 2016 we will conduct 2 Parent workshops and began association with two community organizations. Contracts and specified dates for workshops will be reviewed in February. Agendas, materials distributed, Copy of Survey, copy of Parent invite, and parent reflections will be reviewed after each workshop.</p>
<p><b>Part 5b.</b> In <b>February 2016</b>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>



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

**(Required for All Schools)**

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	State test results	Repeated reading, phonics, interactive writing, Progress ELA	Small group	During the day
<b>Mathematics</b>	State test results	Manipulatives ,math games, Progress	Small group	During the day
<b>Science</b>	Teacher referral	Manipulatives, experiments, repeated reading	Small group	During the day
<b>Social Studies</b>	Teacher referral	Repeated reading, close reading	Small group	During the day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Teacher referral, Parent request	Puppetry, repeated reading, interactive writing, therapeutic games, crafts	Small group, one-to-one	During the day

## Section 7: Title I Program Information

**Directions:**

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

**Part 1: Title I Status**

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

**Part 2: All Title I Schools**

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

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Administrative staff attends hiring fairs to fill vacancies. • The payroll secretary will work closely with the network HR to ensure required mandates are met with non-highly qualified staff. The hiring committee will consist of administration, teachers and parents. Administration will incorporate staff professional development suggestions as possible, along with PD indicated by school leaders.

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

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Administration will attend PD provided by the district as well as online PD. Staff will be sent to PD provided by the district, institutes of higher learning, online PD and PD provided by the administration. Information will be turn-keyed to entire staff. Technology will be infused in the sessions. Teacher input will be incorporated.

**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.).

Pre K and Kindergarten will have an open house where new admits are invited in to meet staff and introduce parents to the curriculum. They receive a school tour and have the opportunity to ask questions.

**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.

We have an assessment team that decided MOSL responsibility. Grade teams meet to review curriculum and assessments. Teachers complete annual goal s and meet with administration to discuss goals and needed support. The PD directly reflects the needed support as well as areas noted in observations.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	308,139.00	X	
Title II, Part A	Federal	178,640.00	X	
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,068,329.00	X	

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

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal,

State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

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

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

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

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

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

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

- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

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

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

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

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

**Parent Involvement Policy**

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.221**, 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.221** will support parents and families of Title I students by:

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school’s Parent Association (or Parent-Teacher Association), as well as parent members of the School

Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

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

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

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

#### **School-Parent Compact**

P.S. 221 in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this

Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

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

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

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

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

## **III. Student Responsibilities:**

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>Toussaint L'Ouverture</u>	DBN: <u>17K221</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>26</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>1</u>
# of content area teachers: <u>1</u>

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: \_\_\_\_\_

A variety of assessments are used to drive instruction such as: portfolios, teacher's observation in task performance, teacher-made tests, student self-assessment, ECLAS 2. Acuity Assessment and standardized tests (NYSESLAT, ELA and the CTB).

An analysis of the above mentioned assessments indicated that the ELL students are in need of improvement in the following areas: phonemic awareness, vocabulary, listening and proficiency in reading and writing. The varied needs of our ELL students indicate that more instructional time is needed to provide success for these students. Therefore the Title III program will provide the much needed additional instructional time.

The Title III program, will be in the form of an after-school program. Grade 2 through 5 students will meet three days a week (Tuesday-Thursday), two hours (3-5 pm) for 13 weeks. The program on January 15, 2013 and will end on April 25, 2013. The target population will be ELL students in grades 2 - 5 performing on all levels. Students are grouped by language efficiency and specific needs of each child. The workshop model will be used which encompassed the following: Presentation of a mini lesson, modelling, independent application, group interaction, and lastly sharing. All grouping is flexible based on need and specific task. Instruction will be in English. Our ESL teacher and a general education teacher will provide all instruction. These teachers will work together with planning and the execution of the lesson. The ESL teacher will share and model strategies to enhance learning for our ELL's. The general education teacher will have the group for 1 hour and the ESL teacher will have the group for 1 hour rotating instruction. Increased instruction was provided for the upper grade students to assist them with the Nyseslat and State testing. Through careful research and investigation of various programs, we chose Rigby's On Our Way to English and Knowledge Industries Craft Lessons. These programs were chosen for the following reasons:

- These programs are correlated with the No Child Left Behind Act.
- These programs were established after a study was administered on a population similar to our children with significant achievements.
- On Our Way to English includes the five reading components needed by our students – phonemic awareness; phonics instruction; reading fluency, vocabulary instruction, reading comprehension and writing. Craft Lessons also emphasizes writing which is needed by our students.
- These programs provide on-going assessment which assists us with information, evaluation, suggestions for alternatives strategies and placement.
- These programs use content-based instruction with authentic opportunities for students to use English in a variety of context.
- They follow a Balanced-literacy model which is implemented in our regular school day program, thereby providing the students with a familiar and comfortable learning structure.

-

-

\* On-Going assessment is provided to assist with grouping, placement and support needs.

- Computers are used to personalize instruction and assessment, and to improve writing skills.

### Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: \_

The literacy specialist, Math specialist along with Ms. Yang our ESL teacher will provide 2 sessions of professional development for the the teachers involved in the Title III after-school program. Workshops will focus on assessing student performance and work with a focus on writing. Teachers will be introduced to strategies that enhance language learning in the content areas: comprehensibility - Non-Verbal context clues chunking, pre-teaching of vocabulary and concepts foundations, re-teaching; Student interaction - flexible grouping, complex tasks and buddy work etc. Each session will be a two hour duration. The first session will be February 13 , 2013 (3-5 pm); and the second session is scheduled for March 21, 2013 (3-5pm.) In addition Ms. Yang will spearhead a study group focusing on instructional strategies to enhance learning for ELL's.

Indicators of Success: 1. On-going assessment of students' growth  
2. Observation of how the strategies are used

Measures and Frequency of assessment

1. On-going assessment – monthly
2. Observation – Monthly

-

### 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: \_\_\_\_\_

Parents will be notified about the Title III after-school program in English and in the native languages where needed. Bilingual volunteers, DOE Translation services and our parent coordinator will work with the school to assure open communication is made with the parents. They will make sure parents are made aware of all family literacy services and training. Workshops in literacy and math are available at the school once a month.

Four Special workshops will be set-up for our ELL parents on the following dates:

February 9, 2013, March 9, 2013, April 13, 2013 and April 20, 2013 from 9 AM - 11 AM.

The workshops will focus on :

1. Understanding the NYSESLAT
2. Understanding and alignment of Common Core Standards
3. Understanding Everyday Math - Math shifts
4. Promotional Criteria – New Testing guidelines etc.

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

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

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

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

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

## Part I: School ELL Profile

### A. School Information

District <b>17</b>	Borough <b>Brooklyn</b>	School Number <b>221</b>
School Name <b>Toussaint L'Ouverture</b>		

### B. Language Allocation Policy Team Composition

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

Principal <b>Clara Moodie</b>	Assistant Principal <b>Ida Phillip</b>
Coach <b>type here</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>Patricia Nicome-Lendore</b>	School Counselor <b>Sheila London</b>
Teacher/Subject Area <b>Yolande Edwards/Math</b>	Parent <b>Jackie Layne</b>
Teacher/Subject Area <b>J. Scott/Writing</b>	Parent Coordinator <b>Philton Lewis</b>
Related-Service Provider <b>Adele Ming</b>	Borough Field Support Center Staff Member <b>Soeurette C. Fougere</b>
Superintendent <b>Clarence Ellis</b>	Other (Name and Title) <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	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	
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)	361	Total number of ELLs	25	ELLs as share of total student population (%)	0.00%
--	-----	----------------------	----	---	-------

# Part II: ELL Demographics

## A. ELL Programs

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

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

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

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

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	25	<b>Newcomers</b> (ELLs receiving service 0-3 years)	20	<b>ELL Students with Disabilities</b>	
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	5	<b>Long-Term</b> (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	20	0	4	5	0	1	0	0	0	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

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

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

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

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

\* EP=English proficient student

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

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

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

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

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
--	---

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	2	1	3	1	3								0
Chinese		1												0
Russian														0
Bengali														0
Urdu														0
Arabic			2	2										0
Haitian	1	1	2	1		1								0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other			1	1	1									0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

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

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

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

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

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
 Paste response to questions here:  
 This year we are using DRA2, baseline assessments in Ela and math. Our school uses NYSESLAT, periodic assessment, Nysitell and teacher designed assessments. The data is analyzed to determine the strengths and weaknesses of the student. A collaborative process takes place between classroom teachers, service providers and the ESL teacher. Based on the needs we develop instructional goals and the course of study that will be designed and differentiated to serve the academic, social, and emotional needs of each student.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 Paste response to question here: Significant data is not available at this time.  
 The results of the ELL assessment are used in planning intervention, reinforcement of advance work as indicated. This will be done during the intervention period and guided reading.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
 Paste response to question here:  
 Patterns across NYSESLAT modalities (reading/writing and listening/speaking) will affect instructional decisions in the following ways: All teaching materials will be differentiated, modified, and adapted to meet the unique needs of our ELL students. AMAOs are established for ELL students in grades K-5, in three categories: (1) progress toward acquiring English language proficiency; (2) attainment of English language proficiency; and (3) Progress and Performance Index (PPI) of the ELL/former ELL subgroup in both English language arts and mathematics. Our school uses this information to develop instructional plan for these students.
- For each program, answer the following:
  - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
  - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.

- c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

Paste response to questions here:

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

Paste response to question here:

When the data identifies a student as being deficient in an area, the students is recommended for additional support in that area. It can be provided during the intervention period, small group instruction or after-school. The students will be provided with appropriate entry points to meet their needs. This includes comparing different forms of instruction, designing context embedded instruction ;designing effective individual programs and increasing education opportunities.

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

Paste response to question here:

All P221K teachers consider second language development for their ELLs in their instructional decisions by means of scaffolding. All students will continue to receive English as Second Language service from the ESL teacher, who will be collaborating with classroom teachers to the maximum extent possible. Our instructional decisions will significantly focus on needs of each ELL student to ensure his/her progress in language acquisition. Our ESL program will continue to capitalize on the literacy skills and prior knowledge that our ELLs already have in their primary language. In doing so, we will encourage our ELL students to take risk in all four modalities. We will use multi-sensory , research-based approaches in delivering instruction that proven to be the most beneficial for our ELLs. We will utilize instructional and adaptive technology as well as student-generated materials for teaching and learning. In addition we use information from the parent interviews, student's records, observations as well as student interest surveys.

7. For dual language programs, answer the following:

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

Paste response to questions here:

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

Paste response to question here:

We examine growth based on nyseslat, DRA2, teacher made assessments and tasks.

## 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.

Paste response to question here:

All parents or guardians of newly enrolled students are required to complete a Home Language Identification Survey (HLIS) followed by the informal interview within 10 business days after enrollment. The survey is administered by an ESL teacher, Ms. Nicome-Lendore, with the assistance of bilingual school pedagogues in case students' parents need interpretation services. This survey lets our school staff know what language a child uses at home. If the HLIS indicates that a child uses a language other than English, he or she is administered an English proficiency test called the Nysitell. Performance on this test determines a child's entitlement to English language development support services. If Nysitell results show that a child is an ELL and Spanish is used in the home, he or she must also take a Spanish LAB (administered by a Spanish speaking pedagogue. to determine language dominance). The information from the Home Language Identification Survey is provided to the pupil accounting secretary who will make necessary ATS changes. It is also provided to the teacher to assist in the differentiation of instruction. Additionally, The language reference list is used when telephone calls are made to the home. TheNysitell results determine students' entitlement to ELL services.

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).

Paste response to question here:

Ell's initially entering school and had attended school in the United States for less than twelve months that perform two or more years below grade level in literacy or math due to inconsistency in schooling is consisted SIFE. This status is determined from the interveiw and resposes on the HLIS form. The Literacy Evaluation for Newcomers (SIFe) is administered if the student's home

language is Arabic, Bengali, Chinese, Haitian Creole, or Spanish.

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).

Paste response to question here:

The IEP team determines the student's eligibility to receive special education services. They also determine the language of instruction.

Based on their analysis and review of these factors, the IEP Team will reach one of three determinations:

- Bilingual instructional services are required; or
- Bilingual instructional services are not required, but ESL instructional services are required to enable the student to continue to further develop English linguistic competence and to progress appropriately in an English language instructional program; or
- Bilingual and ESL instructional services are not required since the assessment information reveals that no other language is impacting on the student's language development or the student has appropriate language and social skills in English to progress appropriately in an English language setting.

A decision to recommend ESL only or no bilingual services can only be made

by the IEP Team with at least one bilingual professional participating at the conference. The LPT consisting of the Principal, ESL teacher, Bi-lingual psychologist and the student's parent will determine the eligibility for the student to take the NYSITELL. The steps in question 1 will be followed as necessary.

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.

Paste response to question here:

Entitlement letters are issued to continuing ELLs as well as newly identified ELLs. Selection letters are usually signed by parents at the orientation meetings. These forms are collected by our ESL teacher and Parent coordinator. The forms are stored in the testing room which is a secure area. If the parents are absent, they will be called and letters will be sent home inviting them to an appointment at their convenience. If these contacts cannot be obtained, selection letters will be sent home to be signed before a set date. As our school has no bilingual programs, ELLs will be placed in ESL program by default, if selection letters still cannot be obtained after all these trials.

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).

Paste response to question here:

When notification of ELL status is given to Parents they are informed verbally and in writing that if they disagree with the determination they must do the following: Write a letter stating that the ELL identification process be administrated a second time. The re-identification process will start within 10 schools days of receipt of written notice.

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.

Paste response to question here:

Immediately following identification of students needing service the parents will be invited to attend the orientation for program selection to work out the best programs for their child. Parents are invited by backpack letters, mailed letters and telephone correspondence. A video in the language of choice is shown for the parents to learn about ESL and bilingual programs. The ESL teacher views the video with the parent to further explain each program and answer questions. They are given choices of three different language programs: Transitional Bilingual, Dual Language, and Freestanding ESL. The school follows this procedure to ensure that parents are able to make a choice of the program that best fits their child's needs. Parents are informed about the regulations, goals and strategies, tests etc. that concern our ESL students. Their concerns are addressed at these meetings. This orientation will continue during the school year for new arrivals. We also facilitate parents in transferring their children to other schools for bilingual programs when requested.

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.

Paste response to question here:

Entitlement letters are issued to continuing ELLs as well as newly identified ELLs. Selection letters are usually signed by parents at the orientation meetings. These forms are collected by our ESL teacher and Parent coordinator. The forms are stored in the testing room which is a secure area. If the parents are absent, they will be called and letters will be sent home inviting them to an appointment at their convenience. If these contacts cannot be obtained, selection letters will be sent home to be signed before a set date. As our school has no bilingual programs, ELLs will be placed in ESL program by default, if selection letters still cannot be obtained after all of these attempts.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
Paste response to question here:  
A log is kept of all Students receiving a Parent survey and Program selection form. Dates are recorded upon receipt. Follow-up letters and calls are made to encourage responses.
9. Describe how your school ensures that placement parent notification letters are distributed.  
Paste response to question here:  
Entitlement letters are issued to continuing ELLs as well as newly identified ELLs. Selection letters are usually signed by parents at the orientation meetings. These forms are collected by our ESL teacher and Parent coordinator. The distribution of notification letters are followed up with a telephone call and/or a mailing of the letter to the parents that do not return the form.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
Paste response to question here:  
The record folders are examined by the ESL teacher and pupil personnel secretary. All forms are removed, placed in a folder by grade, checked off on the log sheet and secured in the testing room.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
Paste response to question here:  
The test is requested in a timely manner. Each spring the P221K ELLs take the New York State English as a Second Language Achievement Test (NYSESLAT) which measures their English proficiency level. The steps taken by the ESL teacher, to administer the NYSESLAT include the following actions: prints out the RLER/RSPE ATS reports in order to identify students eligible for the test and testing accommodations. She determines the NYSESLAT grade-level assessment for each student in accordance with the Appendix H. She also creates a schedule that reflects the time and ELL groups to be administered NYSESLAT considering the important dates stated by the NYSED. keeps the testing materials secure at all times. and other school personnel assigned for administering the test follow all procedures outlined in the Test Manual for each section (Speaking, Listening, Reading, and Writing). After having all sections of the test administered and scored (Writing), the testing materials are classified by the subtests and grades and submitted to the school test coordinator to be reviewed and scanned.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
Paste response to question here:  
P221k only has a free-standing ESL program. We distribute the placement letters by backpack and mail if needed. Copies of the letters are kept on file in a secure room. The staff members in our school who speak their native languages are asked to contact parents, explaining ELL programs and address their concerns. We also use translation funds when needed to hire translators and/or use the DOE telephone translation services. This process is done after parents have had the opportunity to view the videos describing the three programs available. We go all out to make sure our ELLs get the best programs for their needs honoring the parents choice. ATS updates to ELPC is done within 20 days by Ms. Nicome-Lendore (ESL teacher) or Ms. Lambert (pupil personnel secretary).
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).  
Paste response to question here:  
Most parents are choosing to have their children remain in ESL. We constantly survey the grades to determine if there is enough students to form a bi-lingual class. We have open dialogue with the bi-lingual school in our district.

## 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.

Paste response to questions here:

Our freestanding ESL program services the English language learners. Students are categorized based on their English proficiency levels --- entering, emerging, transitioning, expanding and proficient. The entering and emerging level students receive 360 minutes of ESL instruction per week and the transitioning and expanding level students receive 180 minutes of ESL instruction per week and 180 minutes ELA. The proficient level students receive 90 minutes of support in ENL/ELA or core subjects. We use a combination of pull-out and push-in programs.

b. TBE program. *If applicable.*

Paste response to questions here:

c. DL program. *If applicable.*

Paste response to questions here:

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

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

Paste response to questions here: The ESL teacher's schedule ensures that the mandated number of instructional minutes are provided as per CR Part 154: students in Grades K-5 performing at the entering and emergent levels on the NYSESLAT will receive 360 minutes (2 units) of ESL instruction per week. Students performing at transitioning and expanding level of proficiency will receive 180 minutes (1 unit) of ESL instruction per week and 180 minutes of ELA.

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.

Paste response here:

Our ESL program provides students with access to English Language development, comprehensive literacy instruction and standard-based content area information. The ESL teacher and the classroom teachers work collaboratively to ensure the smooth transition between the ESL classroom and the mainstream classroom with the Reading/Language Arts Block. The balanced literacy workshop model is used in the ESL classroom, so that collaboration can be achieved within the students' mainstream classrooms. We apply ESL strategies for the development of listening, speaking, reading and writing skills for ELL's. Activities include visual aids to model and reinforce the language; cooperative groups to work on the projects and to fulfill tasks; role-play and presentations, etc. The students have the opportunities to work independently and cooperatively. Our ELL students demonstration strength in the modalities of listening and speaking. Therefore we use their strength to enhance instruction • Materials are chosen to meet the challenges of language and literacy learning.

- Focus is placed on thematic topics, word study and tailors them to suit the students' appropriate stages of language acquisition.
- Provide students with simultaneous accesses to English oral language, literacy and standards-based content area material.
- Use workshop model bridging phonics, chants, songs with reading aloud, shared reading, guided reading and content area activities.
- The instructions, reflecting Language Experience Approach, should be contextualized and supported by ESL strategies such as modeling, bridging, text-representation, meta-cognition, gesturing, restating, acting, audio-visual, real-world objects.
- Standardized and teacher-made assessments are given for data collection in order to adjust the teaching and learning strategies.

All students are addressed: The main focus in the literacy program is to have all children reading on or above grade level. To implement this, the school will:

- Adhere to 120 minute literacy block
- Use the Balanced Literacy Model of Reading and Writing work
- Provide a resource for ELL students - they are included in AIS and after-school academics
- Provide AIS services for grades 3, 4, and 5.
- Provide professional development for teachers
- Provide parent workshops
- Increase classroom libraries

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

Paste response to question here:

Teachers at P 221K provide native language support to ELL students and make sure they are appropriately evaluated in their native languages throughout the year. The majority of our ELL students have home language of Spanish . A pedagogue who speaks the student's native language assists for interpretation and translation during evaluation, including student testing, collecting communication samples and communicating with the student's parents. However we do not have a bilingual program.

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

Paste response to question here:

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

Paste response to questions here:

SIFE

ELLs that have experienced interrupted formal instruction are provided with all of the regular strategies and skills needed for

language acquisition. However, special care is given in assessing their skills and providing a variety of enriching experiences.

I.E. trips, photos, stories, vocabulary and oral history. Materials that are high interest and low vocabulary are provided. build up their area of weakness which is writing.

Plans for New Comers:

\*Teachers are encouraged to have positive attitudes towards the new comers. Teachers have to understand that the new comers possess a wealth of knowledge and personal experiences. They are not blank slates. Teachers must embrace the culture and experiences of the students and use them as stepping stones to facilitate a smooth transition.

•Teachers must allow the new comers to interact and participate in various activities. Group the new comers properly, taking their English language proficiency, home language and age into consideration. At the beginning stages, teachers should allow students to be silent or assign non-threatening tasks. They should create ample opportunities for new comers to listen to the English language and encourage them to try to use it.

Plans for Long Term ELLs:

We assessed the students by their performance, portfolios, class work and test results. We plan to build a profile for each student and locate the problems and work on them. A review of these assessments show a trend, most of our long-term ELLs are weak in writing, which has a lot to do with their weakness in vocabulary and comprehension, lack of knowledge of the English language syntax, convention and culture. These skills will be taught explicitly. For these long-term ELLs, we will develop a schedule to provide individual conferencing.

Transition Plan for Students Reaching Proficiency

•Technically, when students reach the proficiency level, they are no longer entitled to services. However, because of the language factors, they are still not as proficient as their fellow students. They often need support. Our school allows them one additional year in the ESL program. These students are still granted their former test accommodations for the additional year. We set up

one hour a week for them to attend the ESL program to work on the areas that are experiencing difficulties. They are also included in the Title III after-school program and Saturday academic program .•Classroom teachers and subject teachers are informed about these students. They are advised to give more support in their teaching. Classroom teachers are encouraged to have periodic meetings with the ESL teacher.  
•Parents are encouraged to attend workshops on ways to help their children.

#### English Language Arts:

Our ELLS receive an additional 180 minutes of English language arts provided by their classroom teacher. They are included in the literacy block which has a balanced literacy approach. The workshop model is emphasized. This includes mini-lessons, read alouds, shared reading, guided reading, word study and conferencing. Strategies are also used with content area material.

Classroom teachers and the ESL teacher collaborates to ensure that of ELL student receive the needed test accommodations that are indicated in the ATS report. Scheduling and translation/interpretation support is provided as needed.

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.

Paste response to questions here: The re-identification process decision is reviewed to ensure that the student's academic progress has not been adversely affected. The Principal will consult with the classroom teacher, coach, or other qualified staff. Based on the recommendation of these staff members arrange to meet with the parent and student. If this group believes that the student may have been adversely affected by the determination support services will be provided and/or reverse the ELL status.

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?

Paste response to question here: We strive to provide opportunities that are multi-sensory and kinesthetic in nature. In order to provide challenging educational experiences that are meaningful and contextual, our ELL students will use materials that have differentiated tasks to match their cognitive abilities (adapted books, classroom multi-cultural libraries), instructional materials that are aligned with the school’s core curriculum, and literature that reflect a variety of native languages to support our ELLs. Native language support is provided where necessary – such as using bilingual dictionaries, native classroom libraries, technology enrichments in the native language are available in our freestanding ESL program.

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?

Paste response to question here: P221K staff uses curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency. The educators have a clear vision that includes high expectations for ELL student achievement supported by a purposeful plan of action.

All teachers work collaboratively. The ESL teacher also participates in meetings alongside content teachers. Teachers meet twice a week with a purpose of looking at a student work (ELLs-SWD inclusive) in order to discuss their academic and language performance in content areas and design new performance tasks and/or instructional strategies aligned with CCLS that address students’ needs and foster their performance growth.

Students are placed in content classes according to academic ability whenever possible.

Chart

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

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

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

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



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

Chart

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

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

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

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

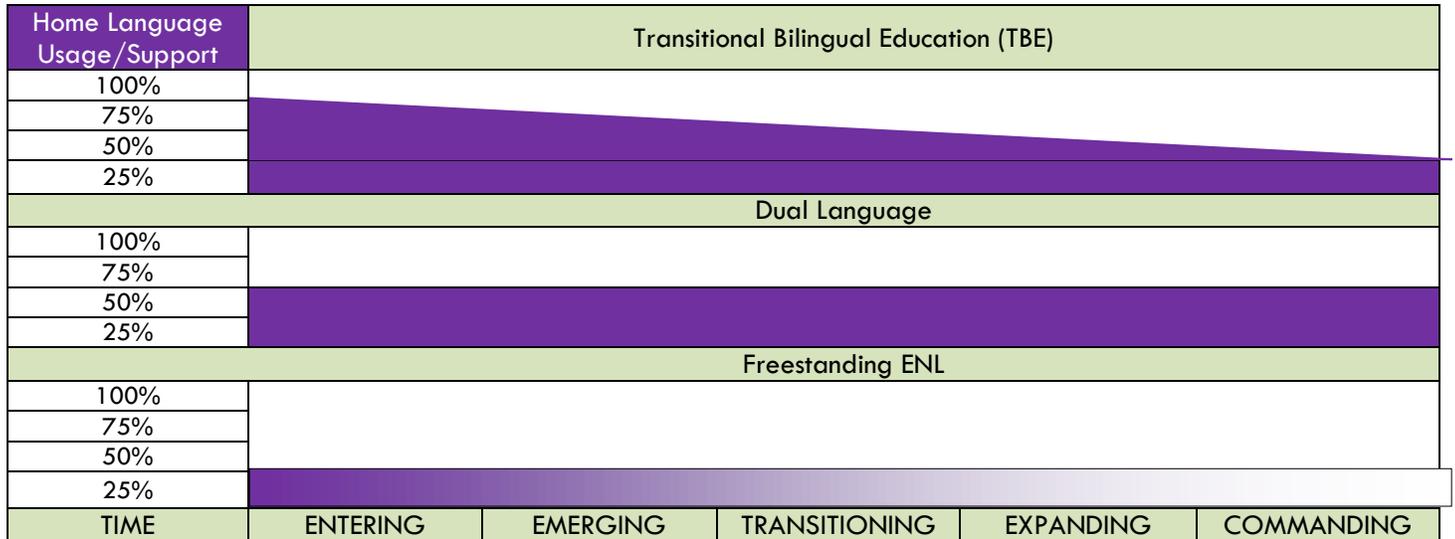


\*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

### Home Language Usage and Supports

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



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. Paste response to question here: This year P221K will continue to use intervention programs for ELL students in ELA, math, and other content areas. Our school instructional approach is based on the premise that English is best acquired within content, across all content areas. All content-area teachers are ELA teachers in addition to their disciplines. Professional Development for teachers is strategically designed to support this premise.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development. Paste response to question here: P221K strives to make its program effective so that it meets the needs of ELLs in both content and language development. We are committed to supporting the development and implementation of comprehensive programs that enable our students to improve their performance and maximize their language potential. The things that make our program effective are:
- High expectations for Learning;
  - Trajectory of Increased Rigor;
  - Lessons aligned with CCLS;
  - Cross content curriculum mapping and lesson planning;
  - Support and scaffolds for access to the standards;
  - Demonstration and Celebration of new learning;
  - High level of student engagement;
  - Overall classroom culture of excitement and engagement;
  - Culminating Performance Tasks work products;
  - Strong, school-based Social/Emotional supports;
  - On-going Professional Development Opportunites strategically designed to support Vocabulary Development -- school-wide instructional focus;
12. What new programs or improvements will be considered for the upcoming school year? Paste response to question here: There aren't any new programs for the current school year. However, we will be working to deepen our understanding of present programs: Ready Gen - A language Arts program based on decoding skills, oral language, vocabulary development and comprehension. Go Math - A mathematical program based on lessons designed to facilitate conceptual development, as the students master each content standard in the common core. The students will use manipulatives, models, pictures and symbols to deepen understanding.
13. What programs/services for ELLs will be discontinued and why? Paste response to question here: We did not discontinue any programs. However, we are looking forward for a new ESL teacher bringing new strategies and skills to help our ELL's achieve.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building. Paste response to question here: ELLs are afforded equal access to all programs school-wide. They participate in our music program, Urban Voices or Music on the Brain. They are also invited to participate in our district basketball team. Our ELL students receive supplemental services including speech, occupational therapy and physical therapy as needed. They are invited or mandated to participate in our extended day program, test prep and Saturday academy when in session.
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. Paste response to question here: The use of technology is incorporated to give students instructional support across all content areas. ESL materials will be infused throughout all aspects of instruction for all ELL subgroups. Content teachers and the ESL teacher actively incorporate the technology (overhead projectors, computers, software) approach in delivering instructions to students as well as in creating a variety of engaging grade-and-age appropriate hands-on/minds-on materials to be used for differentiated instruction and formative assessment.
16. How is home language support delivered in each program model (DL, TBE, and ENL)? Paste response to question here: P221K has a Free-standing ESL program. Native Language support is delivered in our school through setting up classroom libraries that offer a variety of books on all levels with the reflection on the students' diverse backgrounds, their native languages, special needs and strengths of our ELL students.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels. Paste response to question here:

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).

**Paste response to question here: The required service support and resources correspond to ages and grades of P221K ELL students. The instructional materials used to aid ELLs are provided in accordance with their age, grade, and proficiency levels. In the classroom teachers work with our ELL students to provide various entry points to meet the needs of the ELL students to better comprehend the material.**

19. What language electives are offered to ELLs?

**Paste response to question here: Currently we do not offer any language electives at P221K.**

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)?

**Paste response to question here:**

## 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.)  
Paste response to question here:
  - A. The ESL teacher will attend a series of professional development workshops throughout the year provided by the District ELL and Literacy Offices. She will share newly acquired professional ideas and information regarding teaching ELLs with classroom and content area teachers during the (Collaborative Teacher Team) meetings that provide additional opportunities for teachers to improve their instructional practice in terms of ELLs.  
The ESL teacher will keep abreast of the CCLS. She is included in staff trainings and participates in team meetings.
  - B. The ESL teacher will attend several PD workshops focused on CCLS:  
November - Analysis of State ELA and Math assessments - What standards are being met by our ELL students? What standards do we need to focus on.  
December - Close reading - how does it deepen understanding
  - C. There are ongoing collaborative meetings for classroom, content, and ESL teachers to discuss student progress, case studies and inquiries. During these meetings, discussions evolve around curriculum, differentiating lesson activities and adoption of curriculum to meet all students' needs (including ELLs) as they transition from elementary to middle.
  - D. The Professional Development plan for our teachers and personnel will include Jose P. Training conferences and workshops that highlight effective teaching practices by applying the 6 key strategies of teaching a second language that can be utilized in the classroom. Our non-ELL teachers will register for a Jose P. Training sessions through DOE and Network in order to fulfill NYS requirement for ESL training. Non-ESL teachers will learn the history of the litigation which became the means to providing students with language backgrounds other than English with equal access to learning and will be exposed to theories of first and second language acquisition, ESL methodologies past and present, and will experience hands-on practice in the approaches and strategies used to foster second language acquisition. At the end of the sessions, teachers will receive certificates that will be kept in their teachers' files at school.
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?  
Paste response to question here: Professional development is provided that includes the importance of scaffolding to provide various entry points for each lesson. The literacy programs chosen stress the need and importance of vocabulary development, teachers are shown strategies to incorporate in the lesson. Manipulatives and other hands-on experiences are demonstrated to staff to incorporate. We offer inter-visitations to demonstrate the use of strategies.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
Paste response to question here: The guidance counselor invites the parent and student in along with providing a translator where needed to review the middle school process. The interests and concerns of both the Parent and student are addressed. Individual schools are discussed based on resources and classes offered.
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.  
Paste response to question here: The ESL teacher attends professional development provided by the district and outside organizations. She in turn serves as a turnkey person providing strategies and skills to staff. Our assist Principals, literacy, math and language representative also provide instruction to support our ELL's. Our focus this year is to improve questioning and discussions and to determine how we can effect the ELL students achievement. Workshops have been provided in the components of balanced literacy, shared reading, read alouds, guided reading, independent reading, modeling writing and many more. We are also assisting staff in understanding the Nyseslat and other assessments.

### 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?

Paste response to question here:

Educational research shows a positive correlation between effective parental involvement and student achievement. Our school leaders, the Parent Coordinator, Mr. Lewis, and faculty communicate high expectations for all students and partner with families to support student progress. Parents of are ELL's are invited to all parent workshops. Letters are send home in their native language where needed. Specific workshops are arranged to address the needs of our ELL parents and students.

To support home-school relationships and improve communication with parents, including parents of our English Language Learners and students with disabilities, our school provides the following:

Conducts parent-teacher conferences three times during which the individual child's achievement is discussed; Tuesdays arealso used toarrange additional meetings at other flexible times, e.g., afternoons, morning, evening and provides (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting; Respects the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education; We used bi-lingual staff, call in translation services as well as vendor when necessary.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [\*ELL Policy Reference Guide\*](#), Parent Selection and Program Placement section.

Paste response here:

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

Paste response here: A log is keep of all visitations,letters and calls.

A log is keep of all visitations,letters and calls.

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

Paste response to question here: P221K partners with the community based organizations to provide workshops and services to our ELL parents. We invite CITE representatives who deliver information to parents of our students about different types of services (educational; health care and clinical; employment; recreational, etc.) available that can be beneficial for their children. During the meetings of its representatives with parents, the questions regarding social support for parents of children with disabilities are discussed. Parents have opportunities to receive valuable information concerning food stamps and different types of social security aid.

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

Paste response to question here: Our school evaluates the needs of the parents on the regular basis. We utilize the meetings to evaluate the needs and concerns of our parents. Meetings are offered both in the day and evening, giving the opportunity for working parents to become active participants. Additionally, all materials are offered in parent's native language and the translation service can be provided if necessary. Every year parents are offered a survey to complete in which they make informed decisions about educational programs that best meets the needs of their children.

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

Paste response to question here: P221K school leaders and staff strive to maximize parental involvement in our school life through conducting activities that address the needs of parents. With the support of our Parent Coordinator, Mr. Lewis, and the Pupil Secretary, Ms. Lambert, parents are regularly contacted and timely informed about school and parent programs, meetings, and other activities in a language that they can understand to ensure their participation in the child's education. School staff assists parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities. The hands on workshops help parents to understand their role in their child learning process. Our school conducts parent-teacher conferences each semester and arranges additional meetings at other flexible times to enable parents to participate in the individual discussion of their child achievement. The translation and interpretation services are provided if necessary. Parents are lent instructional materials as well as informed what materials would be helpful to buy and where to buy them. up

Two special workshops are held for the Ell parents that focus on the curriculum, ways to assist their children and resources that are arrival. We have a language translation machine to help make our parents more comfortable during meeting and to stress understanding. This year the school will be using school messenger which delivers information in various languages.

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

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

**Paste response here:**

School Name: _		School DBN: _	
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)
Clara Moodie	Principal		10/30/15
Ida Phillips	Assistant Principal		10/30/15
Philton lewis	Parent Coordinator		10/30/15
Patricia Nicome-Lendore	ENL/Bilingual Teacher		10/30/15
Jackie Layne	Parent		10/30/15
Yolande Edwards/Math	Teacher/Subject Area		10/30/15
J. Scott/Writing	Teacher/Subject Area		10/30/15
	Coach		
	Coach		
Sheila London	School Counselor		10/30/15
Clarence G. ellis	Superintendent		10/30/15
Soeurette C. Fougere	Borough Field Support Center Staff Member <u>ELL Service</u> <u>Coordinating</u>		10/30/15
	Other _____		
	Other _____		
	Other _____		1/1/01

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **17K221** School Name: **Toussaint L'Ouverture**  
Superintendent: **Clarence Ellis**

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

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

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

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

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

---

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.

In accordance with Section VII of Chancellor's Regulation A-663 and Parents' Bills of Rights and Responsibilities, P221K has established the procedures for ensuring that the parents of ELL students are provided with meaningful opportunity to participate in and have access to programs and services critical to their child's education.

Our school's LAP team maintains database regarding our students' primary language and whether their parents require language assistance to communicate effectively with the school's and DOE offices. Currently we have students from four (4) language groups (Spanish, Haitian-Creole, Bosnian, and Twi).

P221K uses a variety of methods to identify language needs of parents in order to ensure that all parents are provided with appropriate and timely information on educational programs and opportunities of their children in a language they can understand.

An initial determination of the child's home language is made by the ESL teacher or the school's in-take group through administering Home Language Identification Survey to a parent during the registration process. The Home Language Identification Survey forms are available in many languages. The information from the Home Language Identification Survey is provided to the school pupil accounting secretary who will enter the data into ATS. Home Language Identification Surveys are kept in students' files at school. We also refer to ATS reports for initial identification of home languages other than English. In addition, the information on parent language needs can be collected directly from parents or guardians during parent meetings, parent conferences, IEP meetings, and other school-wide parent activities. The pupil accounting secretary maintains a list of foreign-language speaking homes so that when a memorandum is distributed, she can ensure that translated versions are provided via the office of ELLs, school main office, or/and The Translation and Interpretation Unit.

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.

A review of the home language forms along with information from teachers has assisted us in determining that we presently need support in the following languages: Spanish, Creole, and Barbama.

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

---

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

The documents required to be translated for further distribution to families are: parent-teacher annual announcements, the Parent Involvement Policy and School-Parent-Compact, after-school program information, newsletters, NYS testing dates, letters from the school leadership, school planners/folders for regular written communication between teacher and the home

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

P.S. 221K staff meets with parents on a regular basis throughout the school year: an initial orientation for parents of ELLs, Language Proficiency Team meetings, four (4) evening Parent -Teacher Conferences and additional two (2) during the daytime, an Annual Title I Parent Curriculum Conference prior December 1st, IEP meetings, family events/activities throughout the school year, School Leadership Team meetings, Parent-Teacher Association meetings. The school holds face-to-face meetings and phone calls with teachers, guidance counselors, school psychologists, school nurses, and/or other school staff regarding critical information about students' academic, social and behavioral development and health. An assistance from qualified interpreters and translators is provided in a form, and a language that parents can understand.

## **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.

Our school will meet parents' translation needs by using the resources of the Translation and Interpretation Unit offered by the DOE. The Unit provides services in all languages other than English spoken by parents and students at their homes: Spanish, Chinese, Bengali, Arabic, Creole and Barbama. In the event the translation request cannot be accommodated by the office, the outside vendors will be contacted. Our in-house school staff also participates in providing translation and interpretation services for students' parents. We have Spanish and Creole speaking personnel who eagerly assist with translating parent notifications.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Our school, P. S.221K also ensures the availability of oral interpretation services to the parents of ELL students at groups or one-on-one meetings. The interpretation service aims to promote the parents' access to their child's education records and any available information in educational programs and opportunities.

Oral translations also will be provided by an in-house school staff according to our plan: if any of our staff members doesn't speak the parents' language, he/she should obtain the assistance of an interpreter by requesting services a few days prior the meeting; in case parents of ELL students would like to attend workshops and/or conferences, we would make every effort to have that parent's language needs met.

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

---

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

The school administration distributes language identification guides and "I speak ..." cards to the P.S. 221K staff and parents with the information on the Translation and Interpretation Unit services and contact phone numbers on written translation, on-site interpretation, and over-the-phone interpretation services. In addition, on the DOE Translation and Interpretation Unit website there is an archive of pre-translated applications, forms, and templates available for use.

#### **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

To accomplish the school plan of assistance for our ELLs' parents, our school's LAP team will make every effort to fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirement translation and interpretation services by reducing language barriers according to our plan:

1. We will assess the language needs of ELLs parents/guardians.
2. We will establish an in-house interpretation unit to provide language assistance to parents speaking languages other than English.
3. We will provide parents access to the Parents' Guide to Language Access and Language ID Guides located in the main office along with their children's educational options.
4. We will inform parents of ELLs about their rights regarding translation and interpretation services in their native languages and English and instruct them on how to obtain these services in accordance with the Parents' Bill of Rights.
5. We will post Interpretation Notice signs and Safety Plans Procedures near the school entrance in home languages and English telling parents where a copy of such written notification can be obtained.
6. We will translate all necessary documents in a timely manner.
7. We will provide oral interpretation services during parent-teacher conferences, parent meetings, etc.
8. We will provide assistance to parents on how to use the NYC DOE web site and other valuable resources.

#### **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)

The P. S. 221K school administration distributes the annual school survey and feedback forms to parents of all students, including parents of ELLs, in order to gather their feedback on the quality and availability of services. Our school considers parents' needs and concerns so that to upgrade our programs and provide satisfying services for our students and their families.