

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

21K226

School Name:

P.S. 226 ALFRED DE B. MASON

Principal:

SHERRY TANNENBAUM

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Alfred De B. Mason School Number (DBN): 21K226
Grades Served: PK-8
School Address: 6006 23 Avenue, Brooklyn, New York 11204
Phone Number: 718-234-4940 Fax: 718-234-4945
School Contact Person: Sherry Tannenbaum Email Address: STannen2@schools.nyc.gov
Principal: Sherry Tannenbaum
UFT Chapter Leader: Deborah Navarro
Parents' Association President: Ann Mammoliti
SLT Chairperson: Jessica Goldberg
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

District: 21 Superintendent: Isabel DiMola
Superintendent's Office Address: 1401 Emmons Avenue, Brooklyn, Ny 11235
Superintendent's Email Address: IDimola@schools.nyc.gov
Phone Number: 718-648-0209 Fax: 718-648-2165

Borough Field Support Center (BFSC)

BFSC: Brooklyn South Director: Cheryl Watson-Harris
Director's Office Address: 415 89th Street, Brooklyn, NY 11209
Director's Email Address: Cherylwatson@schools.nyc.gov
Phone Number: 718-759-4862 Fax: 718-759-4862

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)
Sherry Tannenbaum	*Principal or Designee	
Deborah Navarro	*UFT Chapter Leader or Designee	
Ann Mammoliti	*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	
Dina Scarponi	Parent	
Keith Wann	Parent	
Winnie Lam	Parent	
Margaret Tang	Parent	
Jennifer Lambro	Parent	
Melissa Braun	Teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Jessica Goldberg	Teacher	
Alexandra Sapienza	Teacher	
Nancy Garcia	Teacher	
	Member/	
	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.

The Six Elements of the Framework for Great Schools

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

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

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE’s Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

1. Our School Community

The Alfred De B. Mason School, Public School 226, is an Architecturally Barrier Free ABRTitle I school, located in Bensonhurst, Brooklyn. We are a community school where multi-generational families have attended. P.S. 226 is a school where teachers and students share high expectations and work together to create an environment for shared success. Ongoing, rigorous standard-setting instruction, along with high expectations enables our students to achieve their potential. We have created a welcoming and warm environment where parents, students and staff feel comfortable and included. We showcase our proudest moments, events and student accomplishments through our school and classroom websites and grade newsletters. In addition, a television screen located by our main entrance continuously scrolls our favorite moments and wonderful achievements. Our dedicated Parent Association works collaboratively with our teachers and administration to support our school initiatives and goals. An instructional philosophy which integrates the Common Core Learning Standards school wide allows us to successfully communicate and implement the teaching and learning expectations required for student achievement and progress.

Our school mission statement is:

The members of PS/IS 226 community are committed to providing each student with optimal learning opportunities so that they can reach their full academic and social potential. Towards this end we commit available resources to ensure that:

- Every student experiences success, feels cared for and positive about their involvement at PS/IS 226.
- We provide an environment, which is orderly, safe, inviting and challenging.
- The staff works and shares collaboratively.
- Teachers are motivated, enthusiastic and experience continues professional growth.
- Our parent community feels welcomed and valued as full participants in their child's education.
- The leadership is supportive, encouraging, and fosters positive changes.

P.S. 226 is a special place where we are proud to celebrate our achievements and successes:

- We offer a multi-faceted curriculum which is further enhances by many wonderful programs that support our students many learning styles and needs. Some of these programs include: Achieve 3000, MyOn, School wide Spelling Bee, MyLibraryNYC and Parents as Reading Partners.
- Our interdisciplinary hands on approach to science allow students to learn and explore all areas of study in a supportive environment. We partner with the Brooklyn Botanical Gardens Project Green and participate in Urban Advantage and STEM Matters. Our school wide Science Expo is presented during parent conferences so that parents can view and appreciate the exemplary displays and high level work.

- We support and offer an excellent arts education curriculum to our students. This includes art, instrumental music, dance, drama and musical theater. Our students perform in monthly grade plays, instrumental concerts, dance showcases and Broadway Jr. Productions. In addition, our school maintains a partnership with Carnegie Hall.
- Our physical education program includes students from all grades and ability levels. Students are involved in completing the Fitness Gram in grades 4 – 8. We have received the Let’s Move Active Schools national recognition award, in addition to the Wellness in Schools award. We offer many exciting sports programs for our students including Adaptive Physical Education, volleyball, basketball and soccer. We also have the CHAMPS after school athletic program and the BOKS before school physical education program.
- Kindergarten through grade five students participate in Positive Behavior Incentive System (PBIS) in which students receive individual and class certificates for exhibiting positive and respectful behaviors. These certificates are redeemed for prizes on a monthly basis. Students in middle school participate in a similar program called Positive Attitude, Accountability, Working Together and Scholarly Style (PAWS) where they also receive positive behavioral incentives.
- We participate in charitable drives such as Penny Harvest, UNICEF and food drives.
- Academic and service awards are attained by our students on an annual basis. Such honors include Socratic Society and Arista/Archon.

2. Student Population Characteristics

Our student population is approximately 1,035 students. The school community is comprised of a continuously changing and diverse, multicultural population. SWD (Students with Disabilities) comprise 21% of our student population. 19% of our population is English Language Learners (ELL). Our staff is comprised of 85 certified teachers and 40 paraprofessionals . 100% of our teachers are highly qualified.

3. Elements of the Framework for Great Schools:

Our school made the most progress over the past year in the follow key areas:

- Ensuring engaging, rigorous and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards.
- Aligning assessments to curricula, using on-going assessment and grading practices, and analyzing information on student learning outcomes to adjust instructional decisions at the team and classroom levels.
- Establishing a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations.

Our key areas of focus for this school year will be:

- To engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning.
- To develop teacher pedagogy from a coherent set of beliefs about how students learn best. This shall be informed by the instructional shifts and Danielson Framework for Teaching which is aligned to the curricula that is engaging, and meet the needs of all learners so that all students will produce meaning work products.

21K226 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05,06,07,08	Total Enrollment	1034	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	31	# SETSS	N/A	# Integrated Collaborative Teaching
				15
Types and Number of Special Classes (2014-15)				
# Visual Arts	12	# Music	12	# Drama
# Foreign Language	9	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population	75.9%	% Attendance Rate		94.2%
% Free Lunch	77.8%	% Reduced Lunch		7.2%
% Limited English Proficient	15.3%	% Students with Disabilities		21.0%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.3%	% Black or African American		1.7%
% Hispanic or Latino	32.4%	% Asian or Native Hawaiian/Pacific Islander		26.6%
% White	38.9%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	6.28	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)		6.31
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	33.9%	Mathematics Performance at levels 3 & 4		49.6%
Science Performance at levels 3 & 4 (4th Grade)	90.5%	Science Performance at levels 3 & 4 (8th Grade)		51.7%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		100.0%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		YES
Students with Disabilities	YES	Limited English Proficient		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.

After a review of observations it has been determined a need for consistent, transparent expectations and instructional strategies is warranted to formalize the use of questioning and discussion techniques in the content areas in order to promote a higher sense of critical thinking skills in our students.

An analysis of our School Quality Snapshot (2013-2014) shows that our student achievement on the New York State tests in English and Math is above the city average.

- In 2013-14 34% of our students met State standards on the State ELA exam.
- In 2012-13 25% of our students scored at Level 3 or above on the State ELA exam.
- We had an increase of 9% between the 2013-2014 school year and the 2012-2013 school year.
- The average score was 2.7 out of 4.5.
- The City Average was 28%.
- The District Average was 40%.
- In 2013-2014 50% of our students met State Standards on the State Math Exam.
- In 2012-2013 43% of our students met State Standards on the State Math Exam.
- We had a 7% increase between 2013-2014 school year and the 2012-2013 school year.
- The average score was 3.0 out of 4.5.
- The City Average was 34%.
- The District Average was 49%.
- Our pass rate for courses in math, English, social studies and science is 100%.
- The City Average is 87%
- The District Average is 92%.

Capacity Framework Element: Rigorous Instruction – According to our School Quality Review (March 2015)

- We provide rigorous engaging and coherent curricula aligned to the Common Core Learning Standards;
- We align our resources to support instructional goals that meet student’s needs;
- We establish a culture for learning that communicates high expectations to staff, students, and families and provide support to achieve those expectations;
- We analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels.

We have met our target in student progress and achievement. All of the above data from the School Quality Review indicate that we are providing Common Core aligned rigorous instruction.

Therefore, our goal of closing the achievement gap so all students, including our lowest performing students will succeed on the NYS ELA and Math assessments has been met.

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.

During the 2014-2015 school year, all students, including English Language Learners (ELLs) and Students with Disabilities (SWD) will demonstrate progress towards achieving state standards as measured by a 3% increase in the number of students scoring at Level 3 & 4 on the NYS ELA assessment.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
1. P.S. 226 professional learning community meetings provide teachers with the opportunity to collaborate each Monday. This collaboration address the instructional expectations included in Advance, through the Danielson	All teachers, administrators	September 2015- June 2016	Teachers/Administrators

component study. It also organizes teachers into inquiry teams based on the areas that they have identified in their own professional goals that were established in September 2014.			
2. Utilizing videos on Engage NY as well as additional resources made available through the Teaching Channel, teachers self-assess their own effectiveness and comfort level based on the Advance components.	All Teachers	September 2015- June 2016	Teachers/Administrators

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. Cabinet meetings											
2. Professional Development opportunities provided through Department of Education.											
3. Assistant Principal and Principal meetings											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
We will monitor the progress in the following ways:
<ul style="list-style-type: none"> • Baseline assessments (ReadyGEN, Fountas and Pinell, DWA, and math assessments) will be administered in September. In January, these assessments will be re-administered and compared to the benchmark results to note areas of growth and identify areas in need of improvement. Curriculum will be realigned to reflect the needs of each student. In June, assessments will be re-administered to ensure that students have met their academic goals. • Before the winter recess, 75% of all observations will have been scheduled and conducted. • A review of Advance components will be conducted at this time to measure progress of Components 3B and 3C. • Teachers will self-assess their growth throughout the fall term, and select Best Practices workshops on Election Day and Brooklyn Queens Day to enhance their teaching practice.
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.

According to our School Quality Review Report (2014-2015), we have established a culture for learning that communicates high expectations for staff, students, and families, and provide support to achieve those expectations.

- After review of Advance components 2a and 2d, we have found that most teachers effectively create an environment of respect and rapport, and manage their classrooms with regard to behavior well, taking into account the needs of each student and respect their students’ dignity.
- After reviewing the K-8 Quality Snapshot, it has been determined that: 92% of students feel safe in the hallways, bathrooms, locker rooms and cafeteria. 94% of students feel that our school offers a variety of programs, classes and activities to keep them interested in school- representing a 20% increase over the city average. Additionally, 97% of our parents are satisfied with the education their children have received.

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.

During the 2014-2015 school year we will infuse Universal Design for Learning (UDL) strategies in our units of study in order to support and engage our SWDs, ELLs, former ELLs and struggling students to ensure access to the curriculum as measured by a 6% increase on our Student Progress English Median Adjusted Growth Percentile in order to exceed the target.

Part 3 – Action Plan

1. Principal and Assistant Principals will continue to set up and follow a schedule for teacher observations and feedback as it relates to this research based rubric. Formal observation questioning techniques based on depth of knowledge, and Bloom’s Taxonomy will be utilized to provide feedback to teachers. Assistant Principals will also review classroom physical space for environment conducive to active student engagement.	All Teachers	September 2015- June 2016	September 2015- June 2016

2. Administrators will provide feedback to teachers identifying rigor in the classroom, and how to improve upon differentiating instruction to ensure that all students are presented with rigorous activities.	All Teachers	September 2015- June 2016	September 2015- June 2016

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. Cabinet meetings											
2. Professional Development opportunities											
3. Assistant Principal and Principal meetings											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
1. Before the winter recess, 75% of all observations will have been scheduled and conducted. A review of Advance components will be conducted at this time to measure progress of Components 3b, 3c and 3d.
2. Teachers will self-assess their growth throughout the fall term, and select Best Practices workshops on Election Day and Brooklyn Queens Day to enhance their teaching practice.
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.

According to our Quality Review Report (March, 2015) the majority of our teachers are engaged in structured, inquiry-based professional collaborations, Teacher teams consistently analyze student assessment data and student work, but miss opportunities for modifying and adjusting curricula on a regular basis.

- Teachers meet in teams once per week. In elementary school they meet by grade level while in middle school they meet by subject area.
- Teacher teams analyze student data and review on a grade wide basis in the elementary school.
- In middle school they meet by subject area to ensure that expectations are shared throughout the grades.
- To maintain alignment with the 2015-2016 NYCDOE Citywide Instructional Expectations, all content areas: ELA, Math, Social Studies, Science and all ancillary subjects will align to the Common Core Learning Standards. All curricula will be revised to include Literacy Standards, as it currently reflects both NYS Learning Standards and an introduction to CCLS.

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, teachers will work collaboratively in Professional Learning Communities building capacity to align the entire current curriculum to the Common core Learning Standards and create common sets of strategies to support struggling students. This will result in 10% increase in teachers improving one performance level on the Danielson Components 1A and 1E-Demonstrating Knowledge of Content and Pedagogy/Designing Coherent Instruction as well as students moving at least one benchmark level on ELA and Math performance tasks.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>1. Teachers will incorporate the tenets of the Universal Design for Learning and include multiple entry points for students to ensure student engagement in the learning process</p>	<p>All Teachers</p>	<p>September 2015- June 2016</p>	<p>Teachers/Administrators</p>
<p>2. Teachers will generate essential questions to use in stimulating student critical thinking and will collaboratively assess the quality of student work and make necessary adjustments.</p>	<p>All Teachers</p>	<p>September 2015- June 2016</p>	<p>Teachers/Administrators</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>1. Strategically organized school-wide program that allows for common planning time for teachers</p> <p>2. Professional Development opportunities provided through Department of Education.</p> <p>3. Weekly Professional Learning Communities meetings, as well as several full day PD opportunities throughout the year for teachers to present and select Best Practices workshops to attend.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
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• Before the winter recess, 75% of all observations will have been scheduled and conducted. Feedback will have been given by the administration and revisions will be ongoing.

• A review of Advance components will be conducted at this time to measure progress of Component 1E, to ensure teachers plans reflect the alignment of materials to Common Core Learning Standards.

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

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

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

Part 1 – Needs Assessment

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

According to our Quality Review Report (March, 2015), school leaders consistently communicate high expectations to staff around professionalism, instruction and the Danielson Framework for Teaching. School leaders effectively communicate expectations to families and students connected to a path for college and career readiness. High expectations result in a culture of mutual accountability, allowing the school to successfully partner with families and support student progress towards college and career readiness expectations.

- School leaders consistently communicate to the staff their expectations for classroom instruction and high student achievement.
- The school’s professional development plan derives from teacher’s wants and needs, through surveys, discussions with teachers and observation data.
- Monthly, the principal meets with the professional development committee, which only has teachers on it so the principal can determine their professional development needs.
- Teacher request to attend off-site professional development to broaden their base of content and pedagogical knowledge. Administrators encourage these requests as well.
- Inter-visitation is encouraged by administration.
- Excellent communication with the home is provided through the use of texts, emails, school messenger, class newsletters, and phone calls on a regular basis, and when needed they are translated into native language.

Part 2 – Annual Goal

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

During the 2014-2015 teachers will possess a normed understanding of competency 1e, Designing Coherent Instruction from the Charlotte Danielson Framework for Teaching as measured by a 10% increase of teachers who will increase one level in this area on the HEDI rating system so that all targeted groups show progress in meeting their own specific learning targets.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>1. Teacher teams will complete item analysis from ELA and Algebra Common Core exams, from assessment grade data to identify gaps and align curriculum.</p>	<p>Teacher teams, administrators</p>	<p>September 2015- June 2016</p>	<p>Teacher teams, administrators</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>1. Strategically organized school-wide program that allows for common planning time for teachers of Regents level courses</p> <p>2. Professional Development opportunities provided through Department of Education.</p> <p>3. Weekly Professional Learning Communities meetings, as well as several full day PD opportunities throughout the years for teachers to present and select Best Practices workshops to attend.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>Midyear the principal and assistant principals will analyze the ratings of our teachers to ensure that they are providing a rigorous curriculum with coherent instruction that guides our students to become independent, lifelong earners.</p>

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

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

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

Part 1 – Needs Assessment

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

P.S. 226 views parents as partners in their child’s education. This year, with our parent engagement time on Tuesday afternoons we were given the opportunity to reach out to parents. Teachers used this time to provide outreach to parents by telephone, email and scheduled conferences to update parents on student progress. In addition to this time, teachers now have forty minutes each Tuesday to write newsletters or conduct workshops for parents on curriculum and important issues that affect their child. Parent – Teacher conferences take place four times per year. The parent coordinator is available to assist with any questions or needs that they may have. Our PTA volunteers regularly to plan activities such as picture day, bake sales, pumpkin patch, holiday boutiques and many more.

Many exciting things happen at our school to create strong family and community ties.

- Family Library hour- during this time families enjoy reading books together.
- Open access computer lab
- Parent workshops which include – English Language Learners, Common Core Learning Standards, Child development, Special Education
- Translators provided for parent workshops and meetings and translated parent notices are provided..
- Federation of Italian American Organization – after school remedial/recreation program
- Scholastic Class Messenger
- Remind 101
- School Messenger
- Class Webpages
- School Website
- Annual Panther Pride Festival
- Class plays
- Student of the Month/ PTA Meetings
- Multi-cultural night

- School dances

According to our School Survey:

- 97% of parents are satisfied with the education that their child has received.
- City Average: 94%
- District Average : 95%

After careful review of our attendance and student progress, a focus is needed on moving students to the next level. To achieve this goal, a greater emphasis on parent involvement and facilitated conversations across content area teachers on specific student progress and academic and personal behaviors is warranted.

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.

During the 2014-2015 school year we will implement multiple events to help parents understand the goals of the Common Core State Standards so that they can help their children meet or exceed their targeted specific goals in Math and Reading by 5%.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
1. Teachers will dedicate their time on Tuesday during Parent Engagement time to schedule appointments and meet with parents regarding the progress of their children. In addition, phone conferences and email may be used.	Parents	September 2015- June 2016	Teachers

2. Teachers will make specific parent outreach of students who are absent more than three times, not completing assignments or not doing well on class exams in an effort to improve pass rate.	Parents of At-risk students	September 2015- June 2016	Teachers
7. Parents will be encouraged to complete parent surveys.	Parents	September 2015- June 2016	Administration

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.											
<ul style="list-style-type: none"> • Scheduling of common prep time • PD time after school and Parent engagement time • New materials such as GO MATH • Continuing with Ready Gen and Scholastic Code X for Literacy • Blended Learning Programs such as Achieve 3000 and Mathletics • Reorganization of classes to ensure the most effective instruction for our ENL students • AIS in early grades as well as existing program for 3-8. 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
<ul style="list-style-type: none"> • BOY (September/October) benchmark assessments in Reading, Writing and Mathematics • MOY (January/February) benchmark assessments in Reading, Writing and Mathematics • EOY (May/June) benchmark assessments in Reading, Writing and Mathematics 											
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
<p>English Language Arts (ELA)</p>	<p>Wilson</p> <p>Students selected are struggling with decoding skills and at least four grade levels below grade level.</p> <p>Leveled Literacy Intervention</p> <p>Students who are the bottom 1/3 of each class as determined by performance based assessments.</p> <p>Saturday Academy Program</p> <p>Students who received a high level 2 and 3 scale score on the New York State assessment.</p> <p>AIS</p> <p>Students who are the bottom 1/3 of the grade as determined by the New York State assessment.</p> <p>ESL After School Program</p>	<p>Wilson</p> <p>It directly and systematically teaches students how to fluently and accurately decode. It is unlike traditional phonics programs in that instruction is very interactive and multi-sensory. It also thoroughly teaches total word construction, not just phonics. Students learn to encode (spell) as they learn to decode.</p> <p>Leveled Literacy Intervention</p> <p>A blended program of phonics, vocabulary, comprehension and fluency. The reading kits contain materials for reading levels A-J and C-N.</p> <p>Saturday Academy Program</p> <p>A program which uses the NYReady ELA test preparation resources to prepare</p>	<p>Wilson</p> <p>Small group instruction (not to exceed 10 students) for grades two through five.</p> <p>Leveled Literacy Intervention</p> <p>Small group instruction (not to exceed 10 students) for grades one through five.</p> <p>Saturday Academy Program</p> <p>Whole group (not to exceed 20 students) and small group (not to exceed 10 students) instruction based on need for grades three through eight.</p> <p>AIS</p> <p>Small group instruction (not to exceed 10 students) for grades three through eight.</p> <p>ESL After School Program</p>	<p>Wilson</p> <p>Provided daily during school hours.</p> <p>Leveled Literacy Intervention</p> <p>Provided four times a week, during school hours.</p> <p>Saturday Academy Program</p> <p>A program that will be held on nine Saturdays for the duration of 1.5 hours.</p> <p>AIS</p> <p>Provided during school hours three times a week.</p> <p>ESL After School Program</p> <p>A program which is held twice a week for 90 minutes after school.</p>

	<p>ESL students who received a beginner or intermediate level on the NYSESLAT during the spring 2014 testing window.</p>	<p>our 3rd through 8th grade students for the state assessments.</p> <p>AIS</p> <p>A program which used NY ELA Rehearsal Plus resources to strengthen math skills and concepts.</p> <p>ESL After School Program The program is facilitated by ESL certified teachers. The activities include development in the following areas: phonemic awareness, phonics, vocabulary, oral language and comprehension using the Vocabulary Power Curriculum.</p>	<p>Small group instruction (not to exceed 15 students) offered to students grades two through eight.</p>	
<p>Mathematics</p>	<p>Saturday Academy Program</p> <p>Students who received a high level 2 and 3 scale score on the New York State assessment.</p> <p>Envision</p> <p>Students who are the bottom 1/3 of each class as determined by performance based assessments.</p> <p>AIS</p> <p>Students who are the bottom 1/3 of the grade as determined by the New York State assessment.</p>	<p>Saturday Academy Program</p> <p>A program which uses the NYReady Math test preparation resources to prepare our 3rd through 8th grade students for the state assessments.</p> <p>Envision</p> <p>A mathematics program which provides structured scaffolds for struggling students. grades K-5</p> <p>AIS</p>	<p>Saturday Academy Program</p> <p>Whole group (not to exceed 20 students) and small group (not to exceed 10 students) instruction based on need for grades three through eight.</p> <p>Envision</p> <p>Small group instruction offered to students in grades kindergarten through grade 5.</p> <p>AIS</p> <p>Small group instruction (not to exceed 10 students)</p>	<p>Saturday Academy Program</p> <p>A program that will be held on nine Saturdays for the duration of 1.5 hours.</p> <p>Envision</p> <p>Provided daily during school hours.</p> <p>AIS</p> <p>Provided during school hours three times a week.</p>

		A program which used NY Math Rehearsal Plus resources to strengthen math skills and concepts.	for grades three through eight.	
Science	AIS Science aid provided for targeted Level 1 and 2 students and will be determined by standardized science scores, teacher assessments, as well as professionally developed assessment tools.	AIS Instruction includes vocabulary development in the content areas, use of manipulative, development of problem solving and critical thinking skills.	AIS Small group instruction (not to exceed 10 students) for grades three through eight.	AIS Provided daily during school hours.
Social Studies	AIS Social Studies aid provided for targeted Level 1 and 2 students and will be determined by standardized social studies scores, teacher assessments, as well as professionally developed assessment tools.	AIS Instruction includes vocabulary development in the content areas, use of manipulative, development of problem solving and critical thinking skills.	AIS Small group instruction (not to exceed 10 students) for grades three through eight.	AIS Provided daily during school hours.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Criteria: The students are referred by the teachers based on informal observations and academic performance. The students are then reviewed by the School Based Support Team to determine the next steps/action plan.	Guidance Counselor We provide <ul style="list-style-type: none"> • Lead Conflict Resolution Program • Crisis Intervention • Career Counseling School Psychologist Clinical counseling offered to the students. IEP mandated will be met for the students.	Guidance Counselor One-to-one or small group (not to exceed three students) for grades kindergarten through eighth. School Psychologist One-to-one for grades kindergarten through eighth. Social Worker One-to-one or small group (not to exceed three students) for	Guidance Counselor Provided during school hours. School Psychologist Provided during school hours. Social Worker Provided during school hours. Health Related Services

		<p>Home-school contact will be initiated.</p> <p>Social Worker</p> <p>At risk counseling will be offered to general education population to address issues and concerns. Emphasis will be on socialization and crisis intervention as needed.</p> <p>Health Related Services</p> <p>The Pupil Personnel Team provides intervention planning for all students identified as at-risk. Individual cases of Tier I, II, and III intervention for students in groups are reviewed by the committee of administrators, teaching and support staff. Specific intervention services are discussed and periodically monitored by the Pupil Personnel Team to assess progress.</p> <p>Occupational /Physical Therapy- Children at-risk are seen during the 50-minute tutorial based on the needs determined by the Pupil Personnel Team.</p>	<p>grades kindergarten through eighth.</p> <p>Health Related Services</p> <p>The Pupil Personnel Team meets twice per month and for all grades (K- 8.)</p>	<p>Provided during school hours .</p>
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Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>In order to attract and retain Highly Qualified Teachers we will continue to provide the following:</p> <ul style="list-style-type: none"> • We will advertise for vacancies on the DOE website and part of open market for high quality teachers. Rigorous interview process will take place to ensure high quality candidates including ATR teachers. Demonstration lesson, personal references will be required. • If necessary, Administrators will attend recruitment fairs to attract high quality candidates for vacancies. • Subject and Grade specific Instructional Lead Teachers will be identified in order to provide model lessons assist with instructional planning and work with teachers to baseline students most in need of additional support. • Monthly Grade Meetings will provide teachers an opportunity to work collaboratively with administration to address new initiatives inclusive but not limited to CCLS, Differentiated and Rubric Driven Instruction. • Vertical Instructional Lead Meetings will be held weekly to address grade level instructional concerns and/or mandates. • Where applicable mentor teachers are assigned to assist with supporting new and struggling teachers. • Administration will work with Instructional Leaders to discuss opportunities for professional next steps and feedback. • Both tenured and non-tenured staff will be evaluated utilizing the Charlotte Danielson Framework for Teacher Effectiveness. In all cases opportunities to explore pedagogical concerns and next steps will be provided by administration. • 15% of teacher P.D. hours which will be dedicated to of ELL instruction in order to best meet the instructional needs of our Beginning, Intermediate and Advanced Learners. • 50% of ELL teacher P.D. hours to Common Core Learning Standards; specifically the impact of the Common Core Instructional shifts on teaching and learning as reflected by Charlotte Danielson Framework for Teacher Effectiveness. <p>Our current teachers are all Highly Qualified</p>

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).

The administrators as well as teachers provide high quality Professional development for the teachers and paraprofessionals very Monday afternoon. Teachers are asked in a survey what they are interested in learning . The PD team also meets monthly to discuss the needs of each grade/department. Topics include , but are not limited to:

- Vertical Teacher Team Meetings
- Creating an Environment of Respect and Rapport
- Scoring MOSL and using Rubric Traits to inform instruction
- Item Analysis of Envision Baseline Results
- Building Capacity for instruction and professional growth
- New Teacher Meetings
- Computer Lab Functions
- Google Sites uploading Newsletters and Class Information for Parents
- Marking Baseline Math Assessment
- Social Studies Scope and Sequence
- Study Groups-Using good question and discussion Techniques
- ESL Strategies
- Planning Units of Study
- Paraprofessionals Autism Spectrum Disorder

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

We have a MOSL Team that meets in August and September and they present information to the Staff.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	780,484.00	x	x
Title II, Part A	Federal	114,782.00	x	x
Title III, Part A	Federal	22,916.00	x	x
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	5,348,137.00	x	x

¹Explanation/Background:

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

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

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

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

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

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

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **PS226**, 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. **PS226** will support parents and families of Title I students by:

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

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

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

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

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

School-Parent Compact (SPC) Template

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

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

Application for Immigrant Funding

Requirements: Title III, Part A - Immigrant Funds can be used for activities that provide enhanced instructional opportunities for immigrant students, which include:

- family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children
- support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant students
- provision of tutorials, mentoring, and academic or career counseling for immigrant students
- identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds
- basic instructional services, including costs for additional classroom supplies, transportation costs, or other costs directly attributable to such services
- other instructional services designed to assist immigrant students to achieve in elementary and secondary schools in the United States, such as programs of introduction to the educational system and civics education
- activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant students by offering comprehensive community services

Funding follows similar guidelines for Title III funds established by the Division of English Language Learners and Student Support (DELLSS) and can only be used to provide supplementary services to immigrant students (who may or may not be ELLs). Priority areas for the use of Title III, Part A - Immigrant Funds are as follows:

- developing new and/or enhancing programs for immigrant students from the Caribbean countries where English is spoken as a dialect
- developing new and/or enhancing programs for newcomers
- developing new and/or enhancing Transitional Bilingual Education programs and/or Dual Language programs
- improving teaching and learning in core subject areas
- implementing strong student supports to increase graduation rates

For more information on Title III requirements, please see the School Allocation Memo or contact your BFSC's deputy director for English language learners.

Directions: Please complete the Title III - Part A, Immigrant Program application below. Completed applications must be submitted by December 4 via email to your BFSC's deputy director for English language learners. Please refer to the SAM.

Part A: School Information	
Name of School: The Alfred De B. Mason School	DBN: 21K226
Name/Phone/Email Address of Contact Person: H. Niarhos/718.234.4940/HNiarhos@schools.nyc.gov	
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 <input type="checkbox"/> Other: _____	
Total # of immigrant students (including ELLs) to be served: 55 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 checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12	
Total # of teachers in this program: 4	
Describe the direct instruction supplemental program in the space provided below. Description should include: <ul style="list-style-type: none"> • Rationale • Subgroups and grade levels of students to be served • Schedule and duration • Language of instruction • Number and types of certified teachers • Types of materials 	
<p>Begin description here: Our ELL Academy runs on Wednesdays and Thursday from 2:25 P.M. to 3:55 P.M. The program began in November of 2015 and is scheduled to run through May of 2016. We invited sixty-five students spanning from the entering to transitioning proficiency levels to attend the after-school program. Fifty-five have accepted the invitation. The classes were formed after we received the acceptance letters.</p> <p>The program is comprised of four classes. Two classes are taught by ESL certified teachers; Ms. Costa and Ms. Subramanian. The other two classes are taught by common branch teachers; Ms. Oks and Ms. Musacchio. The classes are organized based on ENL proficiency levels in order to best support the students as they acquire the English language.</p> <p>The first class, taught by Ms. Costa, consists of the entering and emerging students from grades 2 through 4. The second class, taught by Ms. Oks, consists of the transitioning students from grades 3 through 5. The third class, taught by Ms. Musacchio, consists of entering and emerging students from grades 6 through 8. The last class, taught by Ms. Subramaniam, consists of transitioning students from grades 5 through 7. The goal of the after school program is to prepare the ELL students for success in their grade level content. The sessions are broken up into three segments. Time frame is as follows: 2:25- 3:00 snack and literacy, 3:00- 3:30 mathematics instruction and 3:30- 3:55 NYSESLAT test prep and dismissal.</p> <p>The main program the teachers are using is Language Power. It is a program that is designed specifically for ELL students and it is aligned with the ReadyGen themes and genres. Language Power uses leveled texts and grade appropriate themes to provide vocabulary instruction, decoding strategies and comprehension strategies. Language Power was purchased with Title III funds.</p> <p>During the mathematics session the teachers used differentiated materials and resources from GoMath to build mathematical terms and concepts with the students.</p> <p>The teachers also use NYSESLAT test prep materials to expose the students to the format of the assessment. The materials are grade level and age appropriate for each of the students regardless of their mastery level in English. We provide scaffolding in each level in order to prepare them for the assessment they will be taking in the end of the year.</p>	

Part C: Professional Development

Describe the school's professional development program for Title III Immigrant Funds program teachers as well as other staff responsible for delivery of instruction and services to these targeted immigrant students. Description should include:

- Rationale
- Teachers to receive training
- Schedule and duration
- Topics to be covered
- Name of provider

Begin description here: Professional Development has already begun for the 2015-2016 school year. Ms. Subramaniam had attended PDs offered by Brooklyn South. The workshops are offered each month and are half-day sessions. Each session focuses on a different topic such as introducing new initiatives, reviewing protocols or completing state mandated reports, ie AMAO Estimator Tool. Ms. Subramaniam then turn-keys the information to the administrative team as well as the ENL team. She has attended three sessions so far and she will continue to attend them throughout the year.

ENL teachers attend professional development programming on an ongoing basis to assist them in providing the appropriate instruction to their ENL students. These include PDs at the school site, as well as outside sessions that occur through the Division of Language Learners and Student Supports. They are kept abreast of various PDs and workshops through the monthly newsletter put out by the DELLSS office. Additionally, the ENL team uses the resources provided for educators under the English Language Learners link of the Department of Education website to guide their instruction. The site offers a wide variety of tools, videos, sample lessons, units and strategies which further their teaching practice.

The procedure for our school is to have each member who attends a workshop turn-key the information for not just the ENL team, but for all of the teachers who work with ENL students. They provide the PDs during our Monday PD session from 2:25 to 3:35 and during our teacher time on Tuesday afternoons, from 3:00-3:35. This creates a collaborative setting in which the general education teachers can share their data trends and concerns with the ENL team and the ENL team can assist classroom teachers in using TESOL methodology and strategies as support.

Each teacher is also involved in a book circle. The staff is reading Quality Questioning by Walsh and Sattes. The book provides a variety of strategies of how to include the ENL students who are shy or not confident with their use of the English language. It also provides strategies on how to build/scaffold questions to ensure we are providing rigorous and engaging instruction for even the ENL students.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of immigrant students (including ELLs) that will impact higher achievement for these targeted students. Description should include:

- Rationale
- Schedule and duration
- Topics to be covered
- Name of provider
- How parents will be notified of these activities

Begin description here: Our focus is to provide our parents opportunities to understand their children. In addition to the Parent Orientation held during the beginning of the year, we offer a variety of parent workshops throughout the school year. These workshops are facilitated by the classroom teachers, ENL

Part D: Parental Engagement Activities

teachers, School Counselors, administration and the Parent Coordinator. The workshops cover many different topics. They are as follows but not limited to;

Topic 1: Open School Night

Rationale: Introduce the parents to the curriculum material and resources used by the classroom teacher, as well as the supplemental resources which are used by the ENL teacher.

Date/Time: September 17, 2015 4:00pm- 7:00pm

Provided by: Classroom teacher and ENL provider

Audience: All parents including parents of former and current ELL students.

Topic 2: Movie Night

Rationale: Promote diversity and allow families of all cultural backgrounds to meet and mingle.

Date/Time: October 2015 5:00pm -7:00pm

Provider: PTA

Audience: All parents including parents of former and current ELL students.

Topic 3: Parent-Teacher Conference

Rationale: Allow parents the opportunity to discuss their child's performance and progress.

Date/Time: November 5, 2015 4:30pm -7:30pm

Provider: Classroom teachers.

Audience: Parents of students of all grades.

Topic 4: International Food Night

Rationale: Promote diversity and allow families to share their cultural traditions and customs.

Date/Time: November 2015 4:30pm -7:30pm

Provider: PTA

Audience: All parents including parents of former and current ENL students.

Topic 5: Understanding the Common Core Learning Standards

Rationale: Introduce and explain to the parents CCLS and the DOE expectations. Also, expose the parents to the test formats and regulations.

Date/Time: January 2016 8:15am - 9:30am

Provided by: School Administration

Audience: Parents of current and former ENL students.

Topic 6: Understanding Technology

Rationale: Introduce and explain to the parents how we incorporate technology to communicate with them and also how the teachers use technology to help the students understand concepts.

Date/Time: January 2016 2:20 pm- 3:30pm

Provided by: Technology Teacher and ENL teachers.

Audience: Parents of current and former ENL students.

Topic 7: Reading Can be FUN!

Rationale: Demonstrate the five key areas of reading and how the parents can help their child at home. Also, to explain to the parents running records and the Fountas and Pinnell leveling system we use for assessments.

Date/Time: February 2016 2:40pm-3:40pm

Provider: ENL Team

Audience: Parents of current and former ENL students.

Topic 8: Parent-Teacher Conference

Rationale: Allow parents the opportunity to discuss their child's performance and progress.

Date/Time: March 3, 2016 4:30pm -7:30pm

Provider: Classroom teachers.

Audience: Parents of students of all grades.

Topic 9: Senior Night

Rationale: Meet with all 8th graders and their families to prepare for the end of year activities, including how to complete high school applications.

Date/Time: March 2016 2:40pm-3:40pm

Provider: Administration

Part D: Parental Engagement Activities

Audience: All parents and students of the 8th grade.

Topic 10: Math is Just as GREAT!

Rationale: Demonstrate how math is all around us and how the parents can use everyday activities to help their child.

Date/Time: March 2016 2:40pm-3:40pm

Provider: ENL Team

Audience: Parents of current and former ELL students.

Topic 11: Game Night!

Rationale: Promote diversity and allow families of all cultural backgrounds to meet and mingle.

Additionally, the games promote literacy and strengthen math skills.

Date/Time: April 2016 5:00pm- 8:00pm

Provider: PTA

Audience: All parents including parents of former and current ENL students.

In addition to these planned activities there will be meetings scheduled during the Parental Engagement time on Tuesdays. The meetings will be scheduled as the need to discuss attendance, IEP's and other issues/concerns arise.

The workshops are held at various times in order to accommodate our parents' diverse time schedules. Workshops are held during the school day and can last from an hour to two hours. We also offer workshops in the evenings. These workshops can last an hour to two hours as well. The topic of the workshop dictates the timeframe allocated for the workshop.

We are not limited to the above listed workshops. Our teachers meet with parents every Tuesday beginning at 2:20. As we receive feedback from our teachers regarding parent concerns, we will host additional workshops to address the specific concerns and/or needs.

We use a variety of ways to notify parents of upcoming events and workshops. We begin by reviewing data to assess our parents' interpretation needs. Our primary source of data is extracted from the Home Language Aggregation report from our ATS system. We also use the Preferred Spoken Language and the Preferred Written Language from ATS to determine which languages are predominant in our school.

The data has indicated that the following languages are the most frequently spoken languages in our school as: English, Spanish, Urdu, Chinese, Russian, Uzbek and Arabic. We have interpreters for non-English speaking parents. They speak Spanish, Urdu, Russian, Arabic, Italian, Punjab, Greek and Chinese. The Russian interpreters can also speak German and Polish and the Chinese interpreter can speak both Mandarin and Cantonese.

Whenever possible we use translated documents posted on the Department of Education Website. The documents are official and therefore we prefer to use them. If a document is not available on the Department of Education Website, we have our staff members who speak and write in each of our most frequently spoken languages translate any written information which need to go home. In the event a translator is not available we use the Department of Education Translation & Interpretation Unit to translate important information.

Our general education teachers have also begun to use the services of the Translation & Interpretation Unit to communicate with the parents. The teachers use each Tuesday afternoon from 2:20 to 3:00 to communicate with the limited-English proficiency parents. This time is critical because it is uninterrupted and allows the teachers to discuss all pertinent information.

The school also uses Messenger. It is a program which sends out calls to all of our parents in the school. The message is spoken in English and the program automatically translates it into other languages. The program is designed to allow us the liberty to select different languages each time we use the program. We are also able to match families with a specific language, so the each family is hearing the message in their preferred language. These various efforts helps us to ensure all of our parents' needs are properly addressed in their preferred language based on the Home Language Aggregation Report. We can suitably inform our parents about their child, the school policies and upcoming events.

Part D: Parental Engagement Activities

Part E: Budget

FOR SCHOOLS THAT ARE NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your budget matches your plan as described in Parts B, C, and D above.

Allocation Amount: \$ _____

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

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

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

District 21	Borough Brooklyn	School Number 226
School Name The Alfred De B. Mason School		

B. Language Allocation Policy Team Composition

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

Principal Sherry Tannenbaum	Assistant Principal Hrysoula Niarhos
Coach Florence Delgado	Coach type here
ENL (English as a New Language)/Bilingual Teacher Kalyani Subramaniam	School Counselor Denise Tsekouras
Teacher/Subject Area Maria Costa	Parent type here
Teacher/Subject Area Oscar Cruz	Parent Coordinator Ashley Frankel
Related-Service Provider Vivien Finkelman	Borough Field Support Center Staff Member Christine Etienne
Superintendent Isabel DiMola	Other (Name and Title) type here

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	5	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (excluding pre-K)	972	Total number of ELLs	258	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	258	Newcomers (ELLs receiving service 0-3 years)	225	ELL Students with Disabilities	30
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	25	Long-Term (ELLs receiving service 7 or more years)	8

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	225	0	14	25	0	12	8	0	4	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): <u>0</u>	Number of students who speak three or more languages: <u>0</u>
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Freestanding English as a New Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	20	9	12	8	4	6	1	6	2					0
Chinese	13	6	5	5	5	4	3	7	4					0
Russian	4	11	8	3	3	4	3	4	3					0
Bengali								1						0
Urdu	3	2	5	4	2	1	1	3	2					0
Arabic	4	2	1	1			1	2	1					0
Haitian														0
French														0
Korean														0
Punjabi			1											0
Polish														0
Albanian		1	1					1	1					0
Other	9	7	6	2	10	4	5	7	4					0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	24	2	2	3	4	4	5	6	2					0
Emerging (Low Intermediate)	4	4	4	3	4	4	2	3	7					0
Transitioning (High Intermediate)	9	6	1	2	3	1	2	2	4					0
Expanding (Advanced)	16	19	14	3	4	2	8	5	4					0
Commanding (Proficient)	0	4	9	11	4	8	3	6	2					0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

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

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	0	19	15	9	8	6	8	11	0	0	0	0	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	8	5	4	0	0
4	7	4	0	0	0
5	10	0	2	0	0
6	10	5	2	0	0
7	11	2	0	0	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	8	6	5	0	1	0	4	0	0
4	4	5	4	0	1	1	1	0	0
5	8	2	0	0	4	0	0	0	0
6	8	1	9	3	0	0	1	0	0
7	6	2	4	1	0	1	2	1	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	0	0	0	0	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	0	0	0	0
Integrated Algebra/CC Algebra	0	0	0	0
Geometry/CC Algebra	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math _____	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	0	0	0	0
Geography	0	0	0	0
US History and Government	0	0	0	0
LOTE	0	0	0	0
Government	0	0	0	0
Other _____	0	0	0	0
Other _____	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 We use Fountas and Pinnell running records and Diagnostic Writing Assessment (DWA) to assess literacy skills. The data provides us information about comprehension skills (knowledge of vocabulary, syntax and prior experiences that lend to comprehension abilities), decoding and fluency.
 The data helps inform our school instructional plan by having the teachers increase vocabulary instruction during literacy periods, increase responding to close reading questions by using text based evidence, increase phonological and morphological skills during word work lessons, and increase grammatical skills during writing and word work lessons.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 The data patterns reveal that students who receive Advance scores on the NYSITELL tend to pass the NYSESLAT within one school year. The students who receive Beginner scores in the NYSITELL tend to pass the NYSESLAT after 2 or more years. The less awareness a student has with literacy (letter recognition, sound-letter recognition, sight word knowledge, and reading comprehension) in the LAB-R, the more difficulty they will have of achieving success in the NYSESLAT.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 The AMAO tool yields a lot of data which we use to inform the teachers about our ELL students. The AMAO allows us to determine which students are demonstrating progress in their proficiency and which students are at-risk of remaining at the same proficiency. Additionally, it allows us to track trends among the correlation of the students' proficiency and the number of years of ENL service. Reviewing this data allows us to make informed decisions regarding the organization of the school as well as the resources we use with our Freestanding ENL program.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?

Students in early childhood grades tend to demonstrate proficiency within two years; students in the upper grades (3rd grade-8th grade) require more time to gain English proficiency skills. ELLs who have taken tests in English score lower than students who have taken tests in their native language.

The results of these assessments provide the school leaders in the information they need to group students for ESL afterschool programs and for any other additional Academic Intervention Services. The Periodic Assessments allow the school leaders to maintain flexible and fluid grouping with the ELL students when they are working with non-ELL certified staff. Additionally, the results allows us to monitor the effectiveness of the instructional tools/resources we are using with our ELL students.

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

The school looks at the number of years the student has received ELL (date of entry, proficiency level, scores on the NYSITELL and NYSESLAT) and decides what types of intervention the student needs. If the scores in the NYSITELL and NYSESLAT indicate difficulties in reading and writing over the course of two or more years, and little progress has been made due to other underlying academic issues, then the ELL teacher will focus on those areas for intervention. We utilize the different steps from the RTI model to assist us in determining which steps which should take. We provide the students with rigorous curriculum and monitor their progress through a variety of assessments. The classroom teacher has a benchmark assessments they administer and the ESL teachers have EL standards checklist which they complete every month. They review the student's progress or lack thereof. If a student is struggling then they are provided with extra attention, activities and targeted core instruction in order to give them the extra support. All the while the teachers are maintaining logs on the student's performance and behaviors. If the students still exhibits difficulty then the logs along with a referral form are submitted to the SBST for review. The team discusses what other strategies can be put in place to assist the student. The students is then reviewed again during the next meeting. During this second review, the SBST and the teacher will then decide what steps to take (go to Tier III Intensive Intervention, or continue on with targeted instruction) based on the student's performance.

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

ESL teachers ensure the child receives scaffolding for all content areas. Materials such as dictionaries, glossaries, summary sheets of specific reading pages with pictures, and graphic organizers are used to help students develop the second language. ELL teachers often scaffold writing lessons by having the student complete a graphic organizer that includes student drawings, fill-in the blank, or carrier phrases to make writing easier. In math, for instance, manipulatives such as counters and blocks are used for computation, and study sheets with key word phrases (in all, altogether, difference, each, etc) are given before a lesson to help students focus on the kind of math (+, -, x, /) needed to solve a story problem. Previewing lessons using videos and pictures also help when teaching social studies and science. Peers and paraprofessionals are used to translate information when necessary.

7. For dual language programs, answer the following:

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

Not Applicable

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

The school evaluates the success of the program by examining test scores on the NYSESLAT, state ELA exams, and state Math exams. The school looks at the number of students who have increased levels of proficiency in ESL. Additionally, the school monitors the daily logs kept by the teachers to monitor patterns/trends in the students' progress.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

The identification process is always conducted by an ESL certified teacher in conjunction with the principal. The ESL teacher in our school are: Kalyani Subramaniam, David Brooks, Oxana Pokrovskaya, Joan Shulman and Salvatore DelMonte. Anyone of the trained pedagogue provide the parents with a Home Language Identification Survey (HLIS) in their preferred language at the time of registration. They assist the parents with the completion of the HLIS. The trained pedagogue discusses home language with the family and provides assessments to determine eligibility of English Language support services.

The assessment is an informal oral interview with both the parent and the child. The informal interview is conducted in English and whenever possible in the native language. It helps the trained pedagogue determine if the child is English proficient. If the child only

speaks English, then the child is not an ELL and the child enters a general education program. If the child speaks a language other than English, whether fluent or not, the trained pedagogue proceeds with a series of questions to determine the child's need for the Language Assessment Battery-Revised (LAB-R). The findings of the interview are documented on the HLIS.

At the conclusion of the interview, the ESL teacher concludes whether the child needs to be administered the NYSITELL based on the responses from the interview and the HLIS. If the child does not need to be administered the NYSITELL, then the child is placed in a general education program. If however the pedagogue determines the child does need to be administered the NYSITELL, it is administered by an ESL teacher as soon as possible.

If the child scores at, or above proficiency, the student is not an ELL and enters a general education program. If the child scores below proficiency, then the child is identified as an ELL and placed in an ELL program. A student whose home language is Spanish and who scores below proficiency on the NYSITELL is then administered the Spanish Lab to determine their understanding of their native language.

A child who is identified as an ELL must then be placed in a program. The program placement is determined by parental choice. In the spring, we administer the New York State English as a Second Language Achievement Test (NYSESLAT). If the child scores below proficiency the student continues to receive ESL services. If the student scores at or above proficiency, the student is no longer an ELL, however still receives support 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).

We begin the process of determining if a student has SIFE status during the completion of the Determining SIFE status begins at the time of the completion of the Home Language Identification Survey. We ask the parent to indicate prior schooling and if determine the student has had an interruption or inconsistency in their formal schooling. We administer an oral interview questionnaire. If the student's home language is Arabic, Bengali, Chinese, Haitian Creole, or Spanish, we administer the Literacy Evaluation for Newcomer SIFE (LENS.)

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:

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

The ENL team is prepared with copies of the entitlement and non-entitlement parent notification letters. As soon as the NYSITELL is scanned and scored the team populates the student's name on the appropriate letter. The letter is then placed in an envelope and provided to the student to take home. The ENL team then follows up the next day with a phone call to ensure the parents of entitled students schedule an appointment for the Parent Orientation.

Each student's name is documented in a spreadsheet with the date the NYSITELL was given, their score and the date the letter was sent home.

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).

The parents are informed during the Parent Orientation meeting.

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.

Our five fully certified ESL teachers as well as, bilingual interpreters provide the parents of newly admitted English Language Learners with an orientation workshop. Once our students go through the identification process described above and determined to be of ELL status, then the parents are immediately invited to participate in a workshop to learn about the three program choices offered to ELL students. The workshops are held within a 10 day period from when the students are enrolled to ensure we are in compliance with the mandates. Letters inviting the parents to an orientation meeting are sent home in their preferred language. At this workshop, the parents are informed of the various choices they may make in deciding which educational program will best suit the needs of their child. The parents also receive information regarding school expectations, assessments, and the state standards. At this meeting, each parent is given a parent guide in their native language from the New York City Department of Education. In addition, parents watch a video in their native language, which also explains the program choices available to them. An interpreter is used whenever necessary. During this meeting parents have an opportunity to ask any questions and voice any concerns. They are addressed accordingly. Prior to the conclusion of the meeting, the parent chooses the program they prefer for their child. The same steps are followed throughout the school year.

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

The parents are interviewed during the registration process which begins the communication between the parent and the ENL team. The ENL team explains the necessary steps and the mandated time requirements which need to be met. They then follow up with phone calls and/or in person during dismissal pick-up to ensure all necessary paperwork has been provided and/or returned.

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

Students are placed in an ESL program within ten school days of their enrollment based on the parent's choice of programming. The parent's selection is entered into the ELPC screen in ATS no more than 10 days after providing them with the ELL workshop and Parent Choice letter. If we do not receive a response from a parent after sending home letters in their preferred language and making phone calls by translators who speak their language, then the default is TBE. We currently do not have any bilingual classes. We will form a bilingual class when there are 15 or more students on two contiguous grades. If the parent's choice is a bilingual program, then we explain to them that we currently do not have a bilingual program. They can choose to keep their child in our school and we will keep their parent choice on file. As soon as a bilingual class can be formed, we will do so and notify them in their native language via letter and/or phone call. Until then, the parent can enroll their child in our ESL program while they wait for a bilingual class.

The other option the parents have is to bring them to another school in District 21, which offers a bilingual class. We use the Office of ELLs' website for a list of schools and the programs offered throughout New York City to find a school that best suits the parents and the child.
9. Describe how your school ensures that placement parent notification letters are distributed.

The ENL team keeps the running record and follows up at the end of each week.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

The HLIS, Parent Choice letters, and entitlement letters are kept in two different locations. One copy is kept in the student's cumulative folder and moves with the student each year. Another copy is kept in the office of the ELL Coordinator. The forms are kept in alphabetical order by child's name for each grade. There is a color coded system used to identify the parent choice selections. Each form has a color coded post-it note which correlates with a language and the parent's selection. This system allows for a quick visual of the selected programs. This helps us to keep track of our parents' choices and to ensure we are in compliance with the mandate which states we must open a bilingual program if we have 15 or more students on two contiguous grades with a bilingual selection. There is also a tracking sheet for each grade which lists all of the students names and their selections. Each tracking sheet is placed in front of the folder for easy access.
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.

The ESL team along with the testing coordinator review all of the students' information extracted from the BESIS, BNDC, and BEPG reports in ATS. They also review the folders kept in the ELL coordinators office to ensure all of the names of the students match with the BESIS report. The students are then assigned to each of the different ESL teachers and they create a schedule and system to ensure all of the students are assigned a testing time and date for each of the different components of the NYSESLAT. The ESL teachers begin the assessments on the day the testing window allows us to begin. This ensures we maximize the opportunity to assess all of the ELL students in all four components of the NYSESLAT. Logs are kept with the names of the students who were assessed and who were absent. Absent students are assessed the day they return to school. The logs are cross-referenced each day to ensure all testing compliances have been met during the allotted assessment timeframe.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

The letters are placed in envelopes and given to the student to take home. The ENL team will also meet with the parent during the dismissal pick-up to ensure the notification has been received.
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).

We have a color coded filing system for our ELL documents. This color coded filing system allows us to quickly reference our students' information and monitor the trends in our school. After reviewing our Parent Choice Surveys we have noticed that 90% of our parents have selected ESL as a Freestanding Program for their primary choice. Therefore, we do offer the programs which are aligned with the parents' requests. We do have a growing number of Spanish families in the lower grades (Kindergarten through second grade) who have requested a Transitional Bilingual Program, however we have not reached the required amount of 15 on contiguous grades in order to form a Transitional Bilingual Program.

A. Programming and Scheduling Information

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

We have five fully certified ENL teachers who service our ELL students within the school day. (ENL certified teachers: Ms. Pokrovskaya, Ms. Shulman, Ms. Subramanian, Mr. DelMonte and Mr. Brooks.) All of our ENL teachers teach a freestanding ENL program. The Freestanding ENL program is provided in English using a blended model of push-in and pullout. The pullout program consists of our entering and selected emerging students being serviced with 5 periods of push-in and 3 periods of pullout (360 minutes per week) while our transitioning, expanding and commanding students are serviced using the push-in model. In grades K-2 the ENL provider pushes in to the classroom during guided reading to lower the pupil teacher ratio and to provide intensive small group instruction. In grades 3-8 the ENL provider pushes in to the classroom during various content areas. Pushing in to the content areas ensures that ESL Standard 5: English for cross-cultural knowledge and understanding is met.
 - b. TBE program. *If applicable.*

Not Applicable
 - c. DL program. *If applicable.*

Not Applicable
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:
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:
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

The ENL teacher, the classroom teacher and the parents collaborate on the students proficiency in their native language as well as in English. Interpreters are also used to communicate with the student to determine their proficiency in their native language. The conversations along with the teachers' review of student work and performance during oral presentations determine whether a student should be evaluated in their native language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

The teachers administer periodic assessments to monitor the progress of the students. They also use their logs to track how the students are progressing in each of the four modalities. The teachers then meet to discuss and collaborate on developing action plans and goals for the students.
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

Plan for SIFE – SIFE students are provided with the extra help they need because of their interrupted schooling through AIS services. In the elementary grades we offer Leveled Literacy Intervention (LLI), Quick Reads, Wilson, and Great Leaps. In the Middle School we offer the Rewards Program. Additionally, we provide classes in our after-school Title III ESL program. We also encourage them to attend the ENL Academy Program where the ELL students can receive additional intensive small group instruction. Peer tutoring is also available for additional support.

Plan for Newcomer- Based on our extensive and long-term experience as ENL teachers, we developed programming accommodations for our newly arrived beginning level ENL. We have found that in order for these children to succeed, it is essential that they receive double periods of ENL services in a pullout model for their first year in this country. This enables the student to develop oral language skills in a friendly, non-threatening small group environment. It is also important for these students to acquire the literacy skills they need to function in their regular classroom. These skills are best developed through small group instruction. We monitor the scores from the NYSESLAT as well as the Periodic Assessments and provide AIS to those students not making adequate progress. In order to provide additional instructional support to our ENL, a Title III grant provides funds for implementing an after school ENL program twice a week. We prepare our ELLs for the NYS ELA by using

effective practices in ELA instruction and ENL instruction. We emphasize vocabulary development and we don't simplify text but rather "amplify" text. New York State Standards. Academic rigor, Accountable talk, setting clear expectations and use of graphic organizers are fundamentals upon which we base our ENL program. ENLs who have reached proficiency are given extra reading and writing help from our A.I.S. specialists and reading program. Articulation between classroom teachers, ENL teachers, and A.I.S. specialists and administration is on-going. This articulation helps monitor the continued success of ELL students who reach proficiency. Our Middle School students also attend the Title III after-school ESL program.

Plan for Developing – This group of ENLs is mandated to attend our extended day program. In addition, they receive intensive small-group reading instruction focusing on skills and strategies at their instructional reading level by the ENL teacher in grades K-2 and in the content areas in grades 3-8. Additionally, A.I.S. is provided for these students and monitored in six-week cycles. Students who do show progress are re-evaluated for another A.I.S. program.

Plan for Long Term- Our plan for long term ENLs is to encourage them to participate in after-school AIS programs. Participation in our school's AIS programs, such as, Wilson, Quick Reads, and Leveled Literacy Intervention (LLI) is mandated. Pupil Personnel Team evaluations may be requested by classroom teachers and service providers. The Pupil Personnel Team in conjunction with the classroom teacher identifies learning problems that the child may have and suggests remediation/AIS to ensure the student's progress. The progress of the child is tracked by a case manager and is revisited in six-week cycles. The ENL component of Reading Street Program (grades K-5) and Literature Program (grades 6-8) is helpful in aiding these children to reach the standards in English Language Arts.

Plan for former ELLs- We have data spreadsheets which keep track of our former ELL students. These students are provided support by automatically being mandated for the tutorial sessions provided by the school. They are also included in the Academic Intervention Services which are provided during the school day and they are automatically invited to any of the test-prep academies provided during the school year.

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

The student's academic progress is reviewed by the principal. The principal consults with a qualified staff member in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, then our principal will ensure the ENL team provides additional support services to the student.

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?

The ESL teachers generate a list of students from the NYC Dept. of Education Student Special Service Detail Information Report. This list contains the names of all the ELL-SWDs. The ESL teachers then group the students by grade and by content area, depending on their grade-level. Next, they organize a schedule for each group of students based on the NYS CR Part 154 mandated number of units. Then, they cross reference their schedules with the other mandated service providers (OT, PT, Speech, etc.) to ensure there aren't any scheduling conflicts. Once the schedules are finalized, they are then reviewed by administration to ensure all mandated requirements are met.

Teachers of ELL SWD students collaborate with ESL teachers to acquire ESL strategies and practices. They also attend workshops focused on ELL strategies in order to better prepare themselves for their students. They use visual cues, graphic organizers, guided small group instruction, Tiered Vocabulary, choral reading and speaking, Reader's Theater, realia, repetition, vocabulary development strategies and scaffolded questioning techniques to provide access to academic content. They also use the ELL Intervention Resources from the ReadyGen Literacy Program and the ELL components of the Rigby Literacy program. During the math periods, the teachers use a wide variety of math manipulatives, scaffolded ELL math activities, and Tier I and Tier II RTI interventions from the GoMath 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?

We provide many opportunities for our ELL-SWDs to spend time with non-disabled peers. Our ELL-SWDs eat lunch and participate in recess along side their non-disabled peers. Additionally, they take the same school trips and participate in the same school performances. Our ELL-SWDs are also offered the same after-school opportunities as their non-disabled peers. Lastly, we focus on providing mainstream opportunities for our students in specific content areas. This requires a lot of collaboration on the part of the ESL and classroom teachers. Through the process of collaboration they can design curriculum maps, lesson plans and differentiated activities which meet an individual student's needs. During the collaborative process they also can determine time-frames and schedules which will yield the most effective instruction and mastery of content.

Chart

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

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

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

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



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

Chart

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

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

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

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

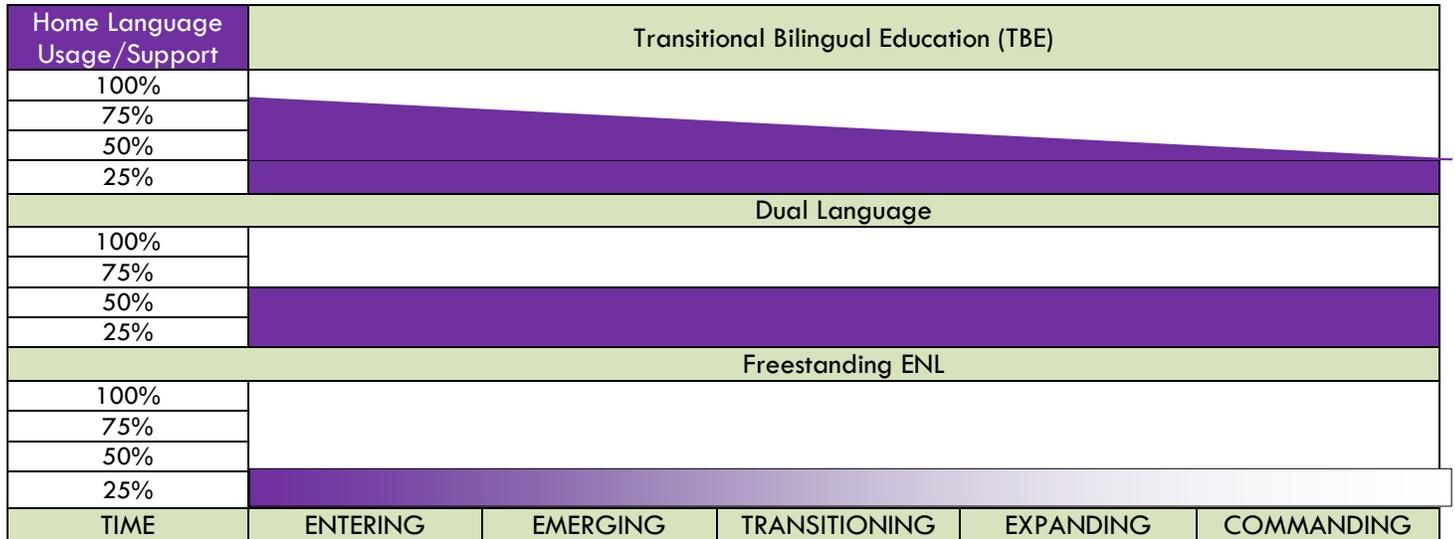


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. The Entering, Emerging and some Transitioning students require additional pull-out instruction in ELA, Math and the content areas. Lessons are scaffolded in ELA, math and the content areas during these pull-out periods, using various materials such as teacher made materials, picture dictionaries, graphic organizers, charts and posters. All instruction is in English. Transitioning students who are approaching proficiency require more push-in support during ELA, math and content areas. Conferencing, guided practice and study sheets for reading and math assist them in their learning.
Since our ELL students come from diverse linguistic and cultural backgrounds, native language is minimally utilized to aid in comprehending math, ELA and other content areas. Our school focuses on the TESOL methodology, not Transitional Bilingual or Dual Language. As a result, native language intervention is rarely used. Occasionally, a native speaker is asked to translate specific content vocabulary, or language dictionaries and computer applications on iPhones are used for translating a student's home language to English. During assessments/testing we use translators or translated materials.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Our program provides students with the mandated requirements for ELLs. Additionally, we provide sheltered instruction in all content areas, using ESL materials and teacher made materials to scaffold lessons. Furthermore, the AIS and after school programs assist the students in English development, specifically in vocabulary, grammar, reading, and writing. The NYSESLAT and state exam scores indicate that our students have benefited from the pull-out and push-in model, as well as instruction after school.
12. What new programs or improvements will be considered for the upcoming school year?
We are closely monitoring the placement of our ELL students within each of the classes. We are focused on grouping the Entering and Emerging ELLs in the same class on a grade; whereas, the Transitioning and Expanding students are grouped together in the same class on a grade. The Commanding students are either placed with the Transitioning and Expanding students and/or in our Accelerated classes. This new grouping is allowing the ENL teacher to better plan for the different levels and to meet the mandated time requirements.
We are also expanding our ESL afterschool academy. By doing so, we can reach more ELL students.
13. What programs/services for ELLs will be discontinued and why?
At this point in time we do not have any programs or services which we will discontinue.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
On Wednesdays and Thursdays, from 3:15-4:45 and 2:25-3:55, respectively, our school offers afterschool to address ESL for students of all proficiency levels. The ELL students are also invited to participate in the ARTS afterschool programs which include soccer, basketball, arts, cooking and drumming. Each program is offered once a week. Our ELL students also participate in our Rhythm Stompers Dance team and Broadway Junior Drama Club.
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.
Our school uses the Rigby program, "On Our Way to English," for ESL instruction, during small group instruction or during after school. This program includes books for read aloud, leveled reading books for guided and independent reading, grammatical instruction, phonics and vocabulary posters, graphic organizers to assist students with writing, and worksheets to extend grammar and writing lessons. The Smart board is often used during lessons to provide students with other modalities for learning. Additionally, websites such as starfall.com, bogglesworld.com, brainpop.com are used to scaffold lessons, as well as extend concepts. Also, the Ready Gen program and GoMath program are also materials used for ELLs at our school.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Dictionaries and glossaries in native languages are given to support our students in ESL. Peers and paraprofessionals are also called upon when translation is necessary.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Picture dictionaries are used for the primary grades, while glossaries are used for the upper grades. For lower grades, more picture support is needed to assist students with vocabulary development. Graphic organizers are often used for the upper grades when writing narratives and expository essays, while lower grades are required to illustrate events and label, before writing 1 or more sentences to explain an event.
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).
ELL students who enroll before the start of the school year are encouraged to seek community help for language and cultural lessons (e.g. libraries, social networks). During the school year, newly enrolled ELLs are encouraged to attend the ESL after school program, two times per week. During pull-out sessions, newly enrolled students receive sheltered instruction to assist in their

learning. Also, during push-in instruction, lessons are scaffolded and materials are given to help students receive the support needed.

19. What language electives are offered to ELLs?

Not Applicable

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)?

Not Applicable

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.)

Our ESL students present a unique challenge for classroom teachers. Staff members who work with these students need ongoing professional development so that they can help the students achieve proficiency in English language, as well as, in all academic content areas. As educators, we must continuously reflect on our teaching and update our practices to meet the needs of our ELL students and focus on effective ways to help them reach their potential. In order to help our staff to become more sensitive to the needs of the ELL population and aiming at academic success, we provide the teachers with ongoing professional development throughout the year. The teachers attend various workshops that deal with a wide variety of topics and issues of which the following is a partial list:

 - Guidelines and procedures for identifying and placing new English Language Learners
 - Strategies and approaches to help classroom teachers enable ELL students to participate effectively in academic classroom activities
 - Teaching critical thinking and study skills to ELL students
 - Learning about the new initiatives/assessments such as ELAND and NYSITELL
 - NYSITELL Raw Score Conversions
 - Collaborative Strategic Reading CSR
 - Common Core Videos of ELL Instruction

In addition, professional development/exploration of effective practices will be offered throughout the year during Inquiry team meetings, collaborative team meetings and after-school study groups.
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?

Our ELL teachers will provide PDs for students of ELLs at PS 226. They will provide PDs on Utilizing ESL Strategies for Academic Content”, “Understanding the NYSESLAT,” “Building on Their Vocabulary,” to name only a few. The teachers will also have access to the professional learning videos on Engage NY, as well as attend DOE provided PDs.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Our school is a PreK-8 school. Many of our elementary students transition into our middle school from grade five. In grade five we departmentalize for all major subjects to help prepare the students for middle school. Middle School eighth graders are offered to participate in a transitional summer school program at the College of Technology to assist them in making a smooth transition to High School. Our staff is provided support to help our ELLs make these transitions. We offer ongoing professional development through faculty conferences, grade level meetings, Inquiry work focused on ELL populations and professional development workshops provided by our Network Leaders.
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.

Sustained professional development is ongoing throughout the school year. The Inquiry Team has conducted surveys to assess teacher needs. Based on the results of these surveys, professional development is provided by our ESL department and outside partnerships and the DOE. The professional development touches upon a variety of topics; scheduling for ESL instruction- discusses how to create a schedule to ensure all of our students are being serviced according to mandates, identification- how to properly assess students to determine if they are ELL students, differentiation- the use of instruction techniques to reach a varied ELL population (emerging, transitioning, etc.), compliance- understanding mandates and reports, etc. All agendas and time sheets from each of the professional development sessions are kept on file in chronological order by the principal. They are referred to when planning for future sessions and looking for follow-thru from the teachers in attendance of the sessions.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Our ENL certified teachers schedule one-on-one meetings with the parents of students in the ENL program. The sessions take place during the Tuesday Parental Engagement time of 2:30 pm - 3:00 pm. The ENL teacher will discuss a student's strengths, weaknesses and goals for the year. They will also put in place a timeline with benchmarks to achieving the goals. An interpreter may be present if the parent needs. If we do not have an interpreter who speaks the parent's language then the ENL teacher will use the T & I Unit for interpreter services. The ENL will then host a follow up visit in the middle of the year and the end of the year to assess if the student's goals were met.

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.

All ENL documentation is housed in the assistant principal's office. The documentation includes; workshop invites in various languages, one-to-one meeting invites in the various languages, and the sign-in sheets from all parent meetings. The ENL teachers keep own phone logs of all parent communication and interaction. These logs are monitored and reviewed by administration.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Through the support services of the Family Assistants, the Parent Coordinator, the Parent Teacher Association, (P.T.A.), the ESL teachers, and various other school personnel, we have established a link between the school community and the parents. Provisions are always made to have interpreters at our parent workshops. In addition, parent notices are sent home in the various languages spoken by our students. Parents and family members are invited to share their culture and talents with the different classes. As mandated, at the beginning of each school year, the ESL staff provides the new ELL parents with an orientation workshop. At this workshop, parents learn about the different choices they can make regarding their children's education. Parent workshops are held during the year to provide parents with information about academic skills and requirements, assessments, testing, technology and other areas that help the parents assist their children to be successful learners.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Our ESL teachers serve as a resource to parents of ELL students. They facilitate workshops to the parents and also assist in the planning phase with other staff members who facilitate workshops. We are partnered with our local Public Library. It offers workshops for parents of ELLs as well other translation services.

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

The ESL teachers have conversations with parents during orientation, the P.T.A. conducts surveys on parent needs, and the results of the school environment survey are used to evaluate the needs of the parents. Parents are always welcome and are encouraged at all meetings to contact us. The Parent Coordinator also reaches out to parents daily.

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

Our parent involvement activities are aligned with the needs of the parents based on surveys and conversations with parents. Parents have requested workshops on technology, homework and testing. These topics will be addressed at morning meetings. Some evening meetings will be offered so the maximum number of parents can take advantage of these wonderful presentations.

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:

Part VI: LAP Assurances

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)
Sherry Tannenbaum	Principal		9/15/15
Hrysoula Niarhos	Assistant Principal		9/15/15
Ashley Frankel	Parent Coordinator		9/15/15
Kalyani Subramaniam	ENL/Bilingual Teacher		9/15/15
	Parent		
Maria Costa	Teacher/Subject Area		9/15/15
Oscar Cruz	Teacher/Subject Area		9/15/15
Florence Delgado	Coach		9/15/15
	Coach		
Denise Tsekouras	School Counselor		9/15/15
Isabel DiMola	Superintendent		9/15/15
Christine Entienne	Borough Field Support Center Staff Member _____		9/15/15
	Other _____		
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **#INGEST ERROR!** School Name: **PS/IS**
Superintendent: **Isabel**

Before you begin, please check the following:

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

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

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

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

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

We use a variety of data to assess our school's written translation and oral interpretation needs. Our primary source of data is extracted from the Home Language Aggregation report from our ATS system. The Home Language Aggregation Report identifies the predominant languages spoken in our building. We also use the Preferred Spoken Language and the Preferred Written Language from ATS to determine which languages are predominant in our school. Other sources are the HLIS, Student Registration Form and the Emergency Card. In addition to these reports, each classroom teacher sends an informal survey to the parents to indicate with which language they prefer to communicate. This survey is sent home yearly because parents many have changed their preference. After all of the data is aggregated a list is compiled and a copy is provided to the parent coordinator, the school secretaries and the school aides.

We use teachers or paraprofessionals to translate written documents and to interpret during PTA meetings, school workshops, Parent-Teacher Conferences and IEP meetings. We also rely on the Translation and Interpretation Unit to assist with translating documents.

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.

Our data shows that we currently the following number of parents who prefer the following languages: 9 Albanian, 30 Arabic, 121 Chinese, 111 Russian, 218 Spanish, 38 Urdu, 19 Uzbek. Additionally, the

following languages are represented by 5 or less families: Armenian, Bengali, Greek, Italian, Polish, Punjabi, Tadjik, Turkish, and Ukranian.

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 our school typically disseminates which require translation areas follows, but not limited to:

Beginning of Year:

Student handbook

Conduct and Discipline Information

Entitlement of services (IEP or ELL)

Video Consent Forms

Internet Consent Forms

School Calendar

State Testing Dates

School Curriculum

Monthly

Newsletters from the Parent Coordinator

Newsletters from the PTA

Newsletters from the teachers

Upcoming events in the school; (workshops, After-school Programs, concerts, etc.)

School Spirit Activities

HIV Opt-out letters

Parent-Teacher Conference Announcements

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.

Our focus is to provide our parents opportunities to understand their children. In addition to the Parent Orientation held during the beginning of the year, we offer a variety of parent workshops throughout the school year. These workshops are facilitated by the classroom teachers, ESL teachers, School Counselors, administration and the Parent Coordinator. The workshops cover many different topics. They are as follows but not limited to;

Topic 1: Open School Night

Rationale: Introduce the parents to the curriculum material and resources used by the classroom teacher, as well as the supplemental resources which are used by the ESL teacher.

Date/Time: September 17, 2015 4:00pm- 7:00pm
 Provided by: Classroom teacher and ESL provider
 Audience: All parents including parents of former and current ELL students.
 Topic 2: Movie Night
 Rationale: Promote diversity and allow families of all cultural backgrounds to meet and mingle.
 Date/Time: October 2015 5:00pm -7:00pm
 Provider: PTA
 Audience: All parents including parents of former and current ELL students.
 Topic 3: Parent-Teacher Conference
 Rationale: Allow parents the opportunity to discuss their child's performance and progress.
 Date/Time: November 5, 2015 4:30pm -7:30pm
 Provider: Classroom teachers.
 Audience: Parents of students of all grades.
 Topic 4: International Food Night
 Rationale: Promote diversity and allow families to share their cultural traditions and customs.
 Date/Time: November 2015 4:30pm -7:30pm
 Provider: PTA
 Audience: All parents including parents of former and current ELL students.
 Topic 5: Understanding the Common Core Learning Standards
 Rationale: Introduce and explain to the parents CCLS and the DOE expectations. Also, expose the parents to the test formats and regulations.
 Date/Time: January 2016 8:15am - 9:30am
 Provided by: School Administration
 Audience: Parents of current and former ELL students.
 Topic 6: Understanding Technology
 Rationale: Introduce and explain to the parents how we incorporate technology to communicate with them and also how the teachers use technology to help the students understand concepts.
 Date/Time: January 2016 2:20 pm- 3:30pm
 Provided by: Technology Teacher and ESL teachers.
 Audience: Parents of current and former ELL students.
 Topic 7: Reading Can be FUN!
 Rationale: Demonstrate the five key areas of reading and how the parents can help their child at home. Also, to explain to the parents running records and the Fountas and Pinnell leveling system we use for assessments.
 Date/Time: February 2016 2:40pm-3:40pm
 Provider: ESL Team
 Audience: Parents of current and former ELL students.
 Topic 8: Parent-Teacher Conference
 Rationale: Allow parents the opportunity to discuss their child's performance and progress.
 Date/Time: March 3, 2016 4:30pm -7:30pm
 Provider: Classroom teachers.
 Audience: Parents of students of all grades.
 Topic 9: Senior Night
 Rationale: Meet with all 8th graders and their families to prepare for the end of year activities, including how to complete high school applications.
 Date/Time: March 2016 2:40pm-3:40pm
 Provider: Administration
 Audience: All parents and students of the 8th grade.
 Topic 10: Math is Just as GREAT!
 Rationale: Demonstrate how math is all around us and how the parents can use everyday activities to help their child.
 Date/Time: March 2016 2:40pm-3:40pm
 Provider: ESL Team
 Audience: Parents of current and former ELL students.
 Topic 11: Game Night!
 Rationale: Promote diversity and allow families of all cultural backgrounds to meet and

mingle. Additionally, the games promote literacy and strengthen math skills.

Date/Time: April 2016 5:00pm- 8:00pm

Provider: PTA

Audience: All parents including parents of former and current ELL students.

In addition to these planned activities there will be meetings scheduled during the Parental Engagement time on Tuesdays. The meetings will be scheduled as the need to discuss attendance, IEP's and other issues/concerns arise.

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.

Whenever possible we use translated documents posted on the Department of Education Website. The documents are official and therefore we preferred to use them. If a document is not available on the Department of Education Website, we have our staff members who speak and write in each of our most frequently spoken languages translate any written information which need to go home. In the event a translator is not available we use the Department of Education translating services to translate important information.

We also use Messenger. It is a program which sends out messages to all of our parents in the school. A message is spoken in English and the program automatically translates it into other languages. The program is designed to allow us the liberty to select different languages each time we use the program. We are also able to match families with a specific language, so that each family is hearing the message in their preferred language.

These various efforts helps us to ensure all of our parents' needs are properly addressed in their preferred language based on the Home Language Aggregation Report. We can suitably inform our parents about their child, the school policies and upcoming events

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

We provide oral interpretation for the parents of our students. The parents of students are in our building and interacting with our staff on a daily basis, so we have built relationships with the parents. Due to this fact, our school staff is our primary source for oral interpretation of important information. We are fortunate to have a diverse ethnic faculty which can orally interpret this information. The faculty members are both teachers and paraprofessionals who are knowledgeable in instruction, planning, and student behavior. Additionally, our Parent coordinator speaks Spanish fluently. By providing our parents interpreters who know their children, it creates a comfortable and safe environment for our students' parents. We also use the Messenger Program to disseminate messages to our parents in their preferred language.

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 Language Access Coordinator and the Parent Coordinator have attended training sessions provided by the T & I Unit. The information learned has been turn-keyed to the staff. Review of policies, procedures and expectations will take place in the beginning of the 2015-2016 school year via professional development. All staff members have been provided with the Language Palm Card and the phone number for the T & I Unit to use as needed throughout the year. Staff members will be reminded of the various options available to them through the T & I Unit during monthly grade/content area meetings.

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

We inform our parents of the languages which can be interpreted in the building by hanging the T&I Welcome Poster in the main lobby and the arrival entrance of the Pre-Kindergarten students. We also have the Language Identification cards with the Safety Agents and the all office personnel in order to identify which language the parents speak. Additionally, we have brochures about the expectations for each grade level in a variety of languages in the main lobby and they accompanied by the Parent's Bill of Rights.

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)

Ensuring the quality of our language services to our LEP is very important. We will gather and monitor feedback throughout the school year. Some methods we have put in place are:

for Parents to provide information on our communication methods	- School Survey
Multilingual Welcome Poster by the Safety Agents and office personnel	- Monitoring of
communication during PTA meetings and workshops	- Constant
information gathered during teacher-parent face-to-face meetings	- Informal