

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

21K238

School Name:

P.S. 238 ANNE SULLIVAN

Principal:

HARLA JOY MUSOFF-WEISS

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: P.S. 238 The Anne Sullivan School School Number (DBN): 21K238
Grades Served: Pre K-8
School Address: 1633 East 8th Street Brooklyn, New York 11223
Phone Number: 718-339-4355 Fax: 718-998-4351
School Contact Person: Harla Musoff-Weiss Email Address: Hmusoff@schools.nyc.gov
Principal: Harla Musoff-Weiss
UFT Chapter Leader: Rosemarie Fisichelli
Parents' Association President: Ali Fakh & Suzanne Siedman
SLT Chairperson: Rosemarie Fisichelli
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Ali Fakh
Student Representative(s):

District Information

District: 21 Superintendent: Isabel DiMola
I.S. 098/The Bay Academy
1401 Emmons Avenue
Superintendent's Office Address: Brooklyn, N.Y. 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 89 Street Brooklyn, New York 11209
Director's Email Address: wwatsonharris@gmail.com
Phone Number: 718-759-4900 Fax: 718-759-4960

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)
Harla Musoff-Weiss	*Principal or Designee	
Rosemarie Fisichelli	*UFT Chapter Leader or Designee	
Ali Fakh & Suzanne Siedman	*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	
Robert Dacchille	Teacher	
Brooke Miller	Teacher	
Francesca Givelkian	Teacher	
Damaris Valentin	PTA	
Leobigilda Torres	PTA	
Ayesha Waseem	PTA	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	PTA	
	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.

P.S.238 is a barrier-free building, instructing students from Pre- K through 8th grade. The elementary division has 15 general education classes, including 3 integrated classes and 5 full time Pre-K classes. P.S. 238 departmentalizes at the beginning of the 5th grade. There are 8 general education classes with 2 integrated classes and Regents tracking for our high-achieving students in grades 5-8. The elementary and intermediate divisions are serviced by math and literacy specialists and two assistant principals. Our special needs population is comprised of 5 12:1:1, supervised by an assistant principal and an IEP coordinator. Our 2 guidance counselors serve as intervention specialists and middle/ high school liaisons. Our PIP and SAT Teams oversee academic intervention services for all students.

Through the collaboration of the school community, The Anne Sullivan School is dedicated to achieving high levels of academic success. It is our goal to prepare students for the global society that awaits them. Our school is committed to creating an atmosphere which enables all students to respect and appreciate diversity. We foster an environment that nurtures and challenges the development of civic and social responsibilities, while tapping into our students' artistic abilities, creating a community of productive, life-long learners.

We provide professional development opportunities across the disciplines, continually building teaching capacity and instructional practices, strategically targeted to student achievement. We are continuously growing as a professional learning community.

P.S. 238 is proud to welcome our parents into our community of learners. Strong family and community ties are essential to achieving our mission. We engage in a collaborative process with parents to identify and support their children's needs to develop strategies and activities to foster family engagement. We are very proud of the workshops offered to parents. Our workshops are meant to inform, instruct and support parents. In order to tailor the workshops to meet specific needs, we survey our parents to ascertain what they want.

In preparing our students for the global society that awaits, we continue to expand and update our technology department. A new computer lab was installed in 2014 and we now have 10 computer carts available for classroom use. Every classroom has a Smart Board and in May, 2015 10 more sophisticated Smart Boards were installed, replacing older models. Our library is the hub of our Internet Café, a site that students may visit at lunchtime to access the Internet for research projects. P.S. 238 is proud of our combined Science, Technology, Engineering & Math enrichment program-STEM. All students have an opportunity to join STEM as a talent, participating in project-based inquiry. Other students, especially our English Language Learners and Students with Disabilities, are invited to participate in an ongoing after school STEM program. This will support students in their vocabulary acquisition, critical thinking ability and problem solving skills. Our Stem program now includes 11small cube 3D printers, 3 large cube 3D printers and a presentation scanner in a room dedicated solely to our STEM program.

In this safe, nurturing environment, we cultivate a community of productive life-long learners who are flexible and adaptable and who will become active participants in our school and the future global community.

21K238 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05,06,07,08	Total Enrollment	588	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	2	# Integrated Collaborative Teaching
				5
Types and Number of Special Classes (2014-15)				
# Visual Arts	12	# Music	4	# Drama
# Foreign Language	N/A	# Dance	5	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population	80.4%	% Attendance Rate		93.3%
% Free Lunch	75.5%	% Reduced Lunch		0.2%
% Limited English Proficient	23.6%	% Students with Disabilities		23.6%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		4.9%
% Hispanic or Latino	52.4%	% Asian or Native Hawaiian/Pacific Islander		18.5%
% White	23.8%	% Multi-Racial		0.4%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	9.17	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		0.7%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		10.1
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	20.5%	Mathematics Performance at levels 3 & 4		23.7%
Science Performance at levels 3 & 4 (4th Grade)	87.5%	Science Performance at levels 3 & 4 (8th Grade)		53.3%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		66.7%
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		NO
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		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

Part 1 – Needs Assessment

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

In our current grades 4-8, a total of 251 students took the 2015 NYS Math exam. After reviewing the data, it was determined that 61 (24.3%) of the 251 students, scored between 2.4 and 2.9. The instructional focus of the school must address this population.

Part 2 – Annual Goal

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

By June 2016, 32 (52.46%) of the current 61 students, who previously scored between 2.4 and 2.9 on the 2015 NYS Math Test, will achieve a proficiency score of at least a 3.0 on the 2016 New York State Math exam.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ul style="list-style-type: none"> • Vertical teacher teams in grades K- 8 will review student work and analyze corresponding data in order to scaffold and target instruction to improve student learning. • Professional development will support staff in scaffolding instruction to challenge, support and create opportunities for students 	All teachers	September 2015-June 2016	Administrators, Math Teachers, Data Specialist, , outside resources
<ul style="list-style-type: none"> • The STEM program will be expanded to enhance our English Language Learners ability to connect language to a conceptual understanding of mathematics. • Grades 2-8 will utilize <i>iReady</i> 3 times a year to monitor student progress and determine targeted instruction. • We shall continue our intensive Spring Success Academy. • An academic advisory committee will assist targeted students 5-8, meeting 4 times a week • RTI Tier II for the lowest 1/3 of each class. 	All students especially our English Language Learners	September 2015-June 2016	Administrators Teachers
<ul style="list-style-type: none"> • The STEM program will be expanded to enhance our English Language Learners ability to connect language to a conceptual understanding of mathematics. 	All students, including our English Language Learners and Students with Disabilities	September 2015-June 2016	Administrators, Teachers

<ul style="list-style-type: none"> Grades 2-8 will utilize <i>iReady</i> 3 times a year to monitor student progress and determine targeted instruction. We shall continue our intensive Spring Success Academy. An academic advisory committee will assist targeted students 5-8, meeting 4 times a week RTI Tier II for the lowest 1/3 of each class. 			
Math inquiry teams will deconstruct math problems, look at student work and provide remediation to close the achievement gap.	Teachers	September 2015-June 2016	Administrators, Data Specialist, Teachers

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 professional development opportunities and study groups to include the following: <ul style="list-style-type: none"> ♣ Days when schools are open but students are not in attendance ♣ 80 minutes on Monday afternoons and the 40 minutes periods on designated Tuesdays Staff & funds to support STEM & after school programs, Budgeting for Engrade, Mathletics, Spring Success Academy Staffing for Advisory & RTI Periods Scheduling teacher teams to provide inquiry and planning periods 											
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.
By February, 2016, there will be a 20% increase in the number of students who scored on or above grade level from the October <i>iReady</i> Math baseline.
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.

Our seventh grade students completed the 2015-2016 ACT Engage Survey. An analysis of the results indicated that 22 (55%) of the students surveyed fell below the 50 percentile range in the category of optimism, indicating that at this time they don’t have the personal motivational skills necessary for academic success.

Part 2 – Annual Goal

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

By June 2016, at least 32 (75%) of the 40 students surveyed will fall above the 50% percentile range in the category of Optimism, demonstrating a growth in their personal motivational skills.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> • Students in grade 7 will complete the online ACT survey. • The social worker, psychologist and guidance counselors in collaboration with the administration will review the scale scores of the seventh grade students to identify strengths and weaknesses. 	<p>Students in grades 5-8 and their parents</p>	<p>September 2015-June 2016</p>	<p>Administration, Middle School Teachers, Guidance Counselors, Social Worker & School Psychologist, Staff Developer</p>

<ul style="list-style-type: none"> • “I Can” clubs will be formed and facilitated by the social worker, psychologist and guidance counselors. • Class sessions with the guidance counselors will foster and support the development of motivational skills. 			
<ul style="list-style-type: none"> • Students in grades 6-7 will complete at least 6 periods of College & Career Awareness, utilizing the National Association for College Admission Counseling’s <i>Step-by-Step to College</i>. • Our STEM program will be enhanced with Engineering is Elementary (EIE) and a “Scientist in Residence”. • Expansion of our STEM program for our English Language Learners in grades 3 & 4 • A dedicated STEM room which includes 3 D printers, laptops, and Smart Board 	<p>Students in grades 5-8</p> <p>Students K-4</p>	<p>September 2015-June 2016</p>	<p>Teachers, Administration, Guidance Counselors, Staff Developer</p>
<ul style="list-style-type: none"> • Parent workshops will be offered with an emphasis on college & career readiness, academic discipline and commitment to school. • English as a new language will be offered semiweekly to our parents. • Homework Help & Test Strategies-K-12 parent guides available in English, Spanish, Arabic, Russian, Urdu, Chinese • Parental support will continue to be met through the following: <ul style="list-style-type: none"> • Conferences • PTA meetings • Newsletters • School leadership meetings • Translators • Progress Reports • Reach Out Tuesdays • NYC Schools Account • Engrade Pro 	<p>Parents</p>	<p>September 2015-June 2016</p>	<p>Administration, Staff Developer, Guidance Counselors & Parent Coordinator</p>
<p>High school visits will be arranged by the guidance counselors for parents and students</p>			<p>Guidance Counselors, Parent Coordinator</p>

Part 4 – Budget and Resource Alignment

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

- Staff & funds to support after school programs
- Programming students for the College & Career periods
- Budgeting for Act survey, parent guides, Engineering is Elementary kits
- Funds to support parent workshops

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.

- By February, 2016 students will have visited at least 2 high schools , participated in at least 3 College & Career workshops, and taken part in 2 class sessions with the psychologist and/or guidance counselors.

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.

In our current grades 4-8, a total of 248 students took the 2015 NYS ELA exam. After reviewing the data, it was determined that 53 (21.4%) of the 248 students, scored between 2.4 and 2.9. The instructional focus of the school must address this population.

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, 28 (52.83%) of the current 53 students who scored between 2.4 and 2.9 on the 2015 NYS ELA exam, will achieve a proficiency score of at least 3.0 on the 2016 New York State ELA exam.

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:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<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. 			
<ul style="list-style-type: none"> • Teacher teams will review, revise and adapt curriculum maps and units of study based on data from the NYC Language Arts Performance Assessment which will be administered as a pre-assessment and post assessment 	Teachers/ Students	September 2015-June 2016	Administration, Teachers

<p>in grades K-8 with an additional midyear benchmark for grades 3-8.</p> <ul style="list-style-type: none"> • Think CERCA, a CCSS-aligned literacy program, will be used in grades 4-8 to support the development of critical thinking skills and evidence-based argumentative writing. • Grades 2-8 will utilize iReady 3 times a year to monitor student progress and allow for targeted instruction. • Inquiry teams will focus on classroom assessments, scaffolding tasks and looking at student work to target instruction. • Teachers will participate in 3 PLCs, intervisitations and professional development. 			
<ul style="list-style-type: none"> • Teachers will participate in professional development that will assist them in developing, identifying and implementing strategies to support all students including English Language Learners and Students with Disabilities. 	Teachers/ Students	September 2015-June 2016	Administration, Teachers, Staff Developer, Teachers
<ul style="list-style-type: none"> • Parent workshops will offer strategies to assist their children in developing writing and reading strategies. 	Parents	September 2015-June 2016	Administration, Teachers, Staff Developer, Data Specialist

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 professional development opportunities and PLCs to include the following: <ul style="list-style-type: none"> ♣ Days when schools are open but students are not in attendance ♣ 80 minutes on Monday afternoons and the 40 minutes periods on designated Tuesdays • Staff & funds to support after school programs • Intervisitations will require schedule changes and program coverages • Staffing Advisory Periods • Scheduling teacher teams to provide inquiry and planning periods 											
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.

- By February, 2016, there will be a 20% increase in the number of students who scored on or above grade level from the October *iReady* ELA baseline to the February benchmark.

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.

An analysis of the data generated by the 2014-2015 grades 2-7* ELA Performance Assessment indicated that of the 295 students who took the EOY assessment 91 students (30.8%) achieved proficiency with a level 3 or 4; 122 students (41.4%) scored a level 2 and 82 students(27.8%) scored a level 1 or 0. T

(*Current grades 3-8)

Part 2 – Annual Goal

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

By June 2016, 40% (124) of the 311 students testing in grades 3-8 .will achieve proficiency on the 2015-2016 Performance Assessment.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Professional Learning Communities will consult current research to impact student learning in the following areas:</p> <ul style="list-style-type: none"> • citing evidence to support discussion and strengthen writing in literacy and math • embedding strategic questions within lessons to assess and deepen students' understanding of content, enabling them to create their own questions and facilitate in peer-to-peer discussion. <p>Introduce and implement Think CERCA to impact our students' close reading, critical thinking and argumentative writing in grades 4-8</p> <p>Administer the ELA Performance Assessment in grades 3-8 and the Social Studies Performance Assessments in grades 6-8 as in-house assessments to monitor student progress and impact student learning.</p>	<p>All students in grades K-8</p>	<p>September 2015-June 2016</p>	<p>Administration, Data specialist, Staff Developer Teachers</p>
<p>Each PLC will develop strategies for increasing parent communication for Reach Out Tuesdays.</p>	<p>Parents</p>	<p>September 2015-June 2016</p>	<p>Administration, Data specialist, Staff Developer Teachers</p>
<p>Teacher groups will infuse strategies which address the needs of all students, including our English language Learners and our Students with Disabilities.</p> <p>Teacher Teams will make student work accessible for group examination in order to close the achievement gap.</p>	<p>Teachers/ Students</p>	<p>September 2015-June 2016</p>	<p>Administration, Data specialist, Staff Developer Teachers</p>
<p>Parents will participate in</p> <ul style="list-style-type: none"> • STEM orientation 	<p>Parents</p>	<p>September 2015-June 2016</p>	<p>Administration, Data specialist, Staff Developer Teachers</p>

• Workshops			
• Celebrations of Student Work			

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 professional development opportunities and PLCs • Staff & funds to support after school programs • Scheduling teacher teams to provide inquiry and planning periods • Funds for PLC materials 											
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.
By February 2016, 35.04 % (109) of the 311 students (100 of app.311) in grades 3-8 will achieve proficiency on the 2015-2016 Performance Assessment.
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.

Our seventh grade students completed the 2015-2016 ACT Engage Survey. An analysis of the BOY results indicated that 23 (57.5%) of the 40 students surveyed fell at or below the 67 percentile range in the category of “Family Involvement” indicating that they don’t believe that their parents are involved in their school life. Additionally, in the category of “Commitment to School” 22 students (55%) of the 40 fell into the 67 percentile or less

Part 2 – Annual Goal

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

By June 2016, there will be a 75% decrease (16) in the number of students falling into the 67 percentile as indicated by the EOY ACT engage survey.

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:

- **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.**

- In order to promote students success, parents will be surveyed to determine the workshops that they would like to attend.

All parents, guardians & caregivers

Sept. 2015- June 2016

Administration, Staff, SLT members, PTA members, Parent Coordinator

<ul style="list-style-type: none"> • The following are workshops that we shall continue to offer: Step-by-Step to College, Social Media and Internet Safety, Homework Help, English as a New Language • Parents will be invited On "Reach Out Tuesdays to attend talent classes, Family Stem time and Family Games. 			
<p>Visits to high school will be arranged for students and parents.</p>	<p>All parents, guardians & caregivers</p>	<p>Sept. 2015- June 2016</p>	<p>Administrators, Guidance Counselors, Parent Coordinator, , Staff Developer, outside resources</p>
<p>Homework Help & Test Strategies-K-12 parent guides available in English, Spanish, Arabic, Russian, Urdu, Chinese</p>	<p>All parents, guardians & caregivers</p>	<p>Sept. 2015- June 2016</p>	<p>Administrators, Guidance Counselors, Parent Coordinator, , Staff Developer, outside resources</p>
<ul style="list-style-type: none"> • Parental support will continue to be met through the following: <ul style="list-style-type: none"> o Conferences o PTA meetings o Newsletters o School leadership meetings o Translators o Progress Reports o Reach Out Tuesdays o Engrade • School-based Healthy Living support <ul style="list-style-type: none"> o Dentist o New Eyes Program o Cook Shop o The Bread Man o Jason the farmer 	<p>All parents, guardians & caregivers</p>	<p>Sept. 2015- June 2016</p>	<p>Administration, Staff, SLT members, PTA members, Parent Coordinator</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • Staff and funds to support parent workshops • Translators 											
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	X	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
By February, 2016 at least 5 parent workshops will have been conducted and attendance recorded.											
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)	
English Language Arts (ELA)	State Assessments	STEM	Small group	During & after the school day	
	Performance Assessments	RAZ-KIDS	Small group/ individual	During the School Day	
	Teacher Observation	Academic Assistance	Small groups	During the school day	
	Parental Requests	Internet Café	Small Group	During the school day	
	Student Request	Think CERCA	Small group & whole class	During the school day	
			Brain Pop	Individual, small group & whole class	During the school day
			Spring Success Academy	Small group	During & after the school day
Mathematics	State Assessments	STEM	Small group	During & after the school day	
	Performance Assessments	Academic Assistance	Small groups	During the school day	
	Unit Assessments	Math push in	Small group & individual	During the school day	
	iReady	Regents Test Prep	Small group & individual	During the school day	
	Teacher Observation	IXL Math	Individual, small group, whole class	During & after the school day	
	Parental Requests	Mathletics	Individual, small group, whole class	During & after the school day	
	Student Request	Brain Pop	Individual, small group, whole class	During & after the school day	
			Internet Café	Individual, small group, whole class	During & after the school day
		Spring Success Academy	Individual, small group, whole class	During & after the school day	
		Core Mathematics	Small group	During & after the school day	

		(6-8)	Small group Individual, small group	During the school day During Spring break During the school day
Science	Teacher Observation Parental Requests Student Request	Science push in Regents test prep Brain Pop Think CERCA	Small group, targeted assistance Small group Individual, small group, whole class Small group, whole class	During the school day During the school day During & after the school day During the school day
Social Studies	Teacher Observation Parental Requests Student Request	Think CERCA Brain Pop	Small group, whole class instruction Individual, small group, whole class instruction	During the school day During & after the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Teacher Observation Parental Requests Student Request Administrative Observation PIP Committee	Students are seen on a scheduled basis and as needed from Pre K through 8 th Student Council School Ambassadors	Individual, small group Small group Small group	During the school day During the school day During & after the school day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

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.
<ul style="list-style-type: none">• All vacancies are posted on the Open Market Department of Education Website as well as being posted throughout local schools.• Licenses and certification of all teachers and teaching applicants are verified to ensure they are Highly Qualified in the subject areas they are teaching.• Teachers who are new to our school community are given assistance by administrators, staff developer, data specialist and mentors

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).
Professional development is aligned to the 2015-2016 Framework for Great Schools and driven by Danielson data . It is differentiated and targeted to teacher feedback and surveys in order to provide targeted professional development and meant to enhance student performance in order to meet/exceed the expectations of the CCLS.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

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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.).
<ul style="list-style-type: none"> • Our assistant principal in collaboration with the Pre- K family assistant organizes transitional meetings for the parents of our Pre-K students. Kindergarten teachers inform the parents of the instructional expectations of the articulating grade. • Teachers host an open house to familiarize parents with the kindergarten classes. • Pre K students are taken on Learning Walks to Kindergarten classes and then spend the afternoon there. • Raz Kids and Core Knowledge are used in both the pre K and Kindergarten classes.

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.
<ul style="list-style-type: none"> • Teachers’ programs reflect regularly scheduled inquiry meetings where curriculum is adapted and benchmarks added based on teacher observation and student assessment. • A committee collaboratively determines the local measure of the MOSL.

4c. “Conceptual” Consolidation of Funds in SWP Schools

<p>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 <u>that it has met the intent and purposes of each program whose funds are consolidated</u>². 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.</p>				
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	413,555.00		10,11,12,14,16,17,19

Title II, Part A	Federal	80,396.00		10, 11, 12, 17
Title III, Part A	Federal	17,348.00		11, 12, 15, 19
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,493,018.00		10, 11, 12, 15,19

¹Explanation/Background:

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

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

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

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

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

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

participation of parents and communities of limited English proficient children in English language instruction programs.

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

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[P.S. 238-The Anne Sullivan School]**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[P.S. 238, The Anne Sullivan School]** will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;

- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

School-Parent Compact (SPC)

[P.S. 238-The Anne Sullivan School], in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;

- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;
- access Engradepro and Achieve to monitor my child's academic achievement;
- become familiar with the school's grading policies and assist my child in understanding the grading policy:

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;
- access Achieve3000;
- Access 'Engradepro' to self-monitor my academic progress.

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

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

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

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

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

Part A: School Information	
Name of School: <u>P.S./I.S. 238</u>	DBN: <u>21K238</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>54</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input 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: <u>4</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>3</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _

-
Our school began a STEM program in the 2013-2014 school year, and we will be expanding the program to include ELLs and F-ELLs in grades four through eight in an after-school program. This STEM program for ELLs will be separate from the existing STEM program. The language of instruction will be English. This after-school program will take place on Wednesdays and Thursdays for one and a half hours, beginning on December 3rd, and will run until April 29. There will be a total of 33 sessions.

-
STEM is an interdisciplinary program that focuses on science, technology, engineering and math. We have chosen to focus on these areas together, not only because the skills and knowledge in each discipline are essential for student success, but also because these fields are deeply intertwined in the real world and in how students learn most effectively. STEM is an integrative and applied approach that is coupled with hands-on, problem-based learning. A STEM-literate student is not only an innovator and critical thinker, but is able to make meaningful connections between school, community, and global issues.

-
There will be three STEM-certified content-area teachers, along with a certified ESL teacher, who will be responsible for delivering instruction during this after school program. Students will be divided into three groups, according to age and grade level. Each of these three groups will be taught by both a STEM-certified, as well as an ESL-certified teacher. The ESL teacher will rotate throughout all of the groups, during each instructional session.

-
We will be using a portion of the Title III funds in order to purchase two 3-D printers, as well as a 3-D scanner, to be utilized during the after-school program. In addition, we will be purchasing STEAMtrax curriculum kits, to be used in conjunction with the 3-D printers. These curriculum kits include problem-based, thematic storylines that make learning relevant and engaging. They provide hands-on learning stations that help to clarify STEM-related concepts. The integration of 3-D design, printing and scanning are built into each curriculum module.

Part C: Professional Development

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

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

Begin description here: _

-
At the beginning of the school year, on September 29, the ESL Department provided an extensive Professional Development session regarding ELL-related topics, including the rigorous demands of the NYSESLAT exam, administered to all ELL students in the spring. The session highlighted the skills

Part C: Professional Development

necessary to build towards English proficiency across the four modalities of speaking, listening, reading and writing. In addition, grade-specific effective teaching strategies were examined so that all educators will be properly versed in ELL methodologies.

- In order to further extend the educational prowess of the teachers and educational assistants, with regard to ELLs, additional Professional Development will be provided by our Network ELL Performance and Compliance Specialist. She will engage all staff members in an ongoing series of workshops, targeting ELL strategies, as well as hands-on activities which can be adapted in various classroom settings. The tentative dates for these sessions are; November 17. January 12 and March 23.

- Additionally, our ESL staff will attend periodic ELL Professional Development sessions, out of the school building, with our Network ELL Performance and Compliance Specialist. There will be a minimum of three sessions, to be held on October 21, October 24 and January 7.

- Please note that the aforementioned Professional Development sessions will be at no cost to Title III funds.

-

-

Part D: Parental Engagement Activities

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

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

Begin description here: _

- We will host an informational Parent Workshop, apprising parents of students who are invited to participate in the ELL After-School STEM Program. This informational session will take place on November 20. The Title III teachers will introduce themselves to the parents, give them an overview of the STEM program, and demonstrate some of the technological features encompassing the program. A question and answer session will follow.

- At the conclusion of the STEM after-school program, parents will be invited to a culminating student presentation, highlighting the work completed during the program. This event will take place on April 29.

- An additional Parental Engagement activity will be held on March 3rd, informing parents of all ELLs in grades K through eight about the NYSESLAT exam, administered in the spring. The session will address the four modalities of listening, speaking, reading and writing, assessed on this examination. ESL teachers will make recommendations for the strategies which parents can address at home with their children to ensure their academic success.

- Notices will be sent home (backpacked) in order to notify parents about all of the aforementioned activities. Please note that there will be translators available at all of the aforementioned Parent Engagement Activities. In addition, the aforementioned Parent Engagement sessions will be at no cost to Title III funds.

Part D: Parental Engagement Activities

-
-

Part E: Budget

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

Allocation Amount: \$ _____

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

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

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

District 21	Borough Brooklyn	School Number 238
School Name The Anne Sullivan 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 Harla Musoff Weiss	Assistant Principal Joann Acuna
Coach Regina Pizza	Coach
ENL (English as a New Language)/Bilingual Teacher Tricia Nakleh/ENL	School Counselor
Teacher/Subject Area Isabelle Urbach/Bilingual	Parent Ali Fakh
Teacher/Subject Area Janet Halperin/Math Teacher	Parent Coordinator Gwendolyn Wright
Related-Service Provider Dr. Deborah Weinstock	Borough Field Support Center Staff Member
Superintendent	Other (Name and Title)

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	4	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	3
Number of certified bilingual teachers currently teaching in a bilingual program	1	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	1
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	2	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)	504	Total number of ELLs	146	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"/> 12 <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 checked="" type="checkbox"/> No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Freestanding ENL	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	

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

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language	1													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	146	Newcomers (ELLs receiving service 0-3 years)	110	ELL Students with Disabilities	49
SIFE	1	Developing ELLs (ELLs receiving service 4-6 years)	30	Long-Term (ELLs receiving service 7 or more years)	6

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL	13		4							0
ENL	97		15	30		26	6		4	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 8

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL		
	ELL	EP	ELL	EP																	
SELECT ONE	13	5																	0	0	
SELECT ONE																			0	0	
SELECT ONE																			0	0	
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

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

Freestanding English as a New Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	13	9	7	13	6	9	10	4					0
Chinese		1	2	1		1		1						0
Russian	3		2	2	3		1	3	2					0
Bengali									1					0
Urdu	2	4	1	2	1	1	2		1					0
Arabic							1	1						0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish		1												0
Albanian				1	1			1	2					0
Other Misc.	4	2	1		3	1	1	2	2					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)	2	2	0	6	2	0	7	7	3					0
Emerging (Low Intermediate)	2	10	0	2	2	3	1	2	2					0
Transitioning (High Intermediate)	2	3	0	6	0	1	0	2	1					0
Expanding (Advanced)	10	6	11	7	4	6	4	2	3					0
Commanding (Proficient)	3	2	6	2	1	2	3	2	2					0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

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

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

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		2	3	8	4	1	4	3	2					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	18	3	1		0
4	6	3			0
5	5	4			0
6	6	3	1		0
7	8	1			0
8	5	2			0
NYSAA			8	2	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	12	2	9						0
4	5		4	1			1		0
5	5		3			1			0
6	2	2	2	1	1		1	1	0
7	5	3	1			1			0
8	2	5	1	1					0
NYSAA					4		6		0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	2	1	2		3		4		0
8	1	2	5	1		1			0
NYSAA Bilingual (SWD)					1				0

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

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

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

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

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

We use the Fountas and Pinnell (F&P) assessment to determine the early literacy skills of all students, including ELLs. This assessment is currently being administered to our early childhood students. Based on the end-of-year F&P assessment data from the 2014-2015 school year; 70% read below grade level, 77% of our grade two ELLs read below grade level and 81% of our grade three ELLs read below grade level. The teachers in implementing appropriate instructional plans for their students, allowing them to differentiate and target specific areas of literacy as other related areas. This assessment data drives guided reading groups, as well as RTI (Response to Intervention) groups, enabling teachers specifically on students' individual needs

In addition, students in the early childhood grades are administered the New York City Performance Assessment in ELA, two times per year. This assessment, used for teacher-evaluation MoSL (Measures of Student Learning) purposes, allows teachers to have further literacy data on their students, further target areas of deficiency during the school year. At this time, the beginning of year MoSL assessments are being administered to our students; this data is not yet available.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

The current NYSITELL and NYSESLAT data reveals that half of our total ELL population is at the Expanding proficiency level, with a significant increase in grades three and six. An additional 36% of our ELLs are at the Entering or Emerging level, with another 12% at the Transitioning level.

Please note that these percentages do not factor in our ungraded, NYSAA-eligible (New York State Alternate Assessment) ELL population. We have fourteen ELLs in this category, 11 of whom are at the Entering level with another three at the Emerging level. We have found, after tracking NYSESLAT for multiple years, that these students, despite the fact that they average five years of service, do not generally progress beyond the Entering level.

The following chart shows the current percentage of students at each proficiency level, sorted by grade level. Please note that this data does not include the ungraded/NYSAA-eligible population:

	K	1	2	3	4	5	6	7	8	K-8 overall	
Entering	35%	10%	20%	15%	24%	22%	-	50%	40%		
Emerging	9%	19%	47%	-	14%	22%	-	13%	20%		
Transitioning	9%	23%	-	-	29%	-	17%	-	20%		
Expanding	47%	48%	33%	85%	33%	56%	83%	37%			

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [ALP](#))
 Our school uses the New York State AMAO (Annual Measurable Achievement Objectives) in order to determine the effectiveness of our program. Our program exceeded the target for AMAO 2, which shows that we were able to move a sufficient number of our ELLs towards English proficiency.

The following are the AMAOs for the 2014-2015 school year:

- AMAO 1 – The percentage of students making progress in English on the NYSESLAT
 State Target: 67.4% Our Result: *unable to calculate, as the RNMR (NYSESLAT Modality Report is currently unavailable).
- AMAO 2 – The percentage of students scoring proficient/commanding on the NYSESLAT
 State Target: 15% Our Result: 16% (Target Exceeded)
- AMAO 3 – ELLs, as a subgroup making AYP (Annual Yearly Progress)
 * This objective is calculated on a district-wide basis and the current results are not available as of the writing on this plan.

4. For each program, answer the following:

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

a.) On the 2015 NYS ELA Exam, 73% of our ELLs scored at level one, 24% scored at level two and 3% scored at level three. On the New York State Math Exam, 60% of our ELLs scored at level one, 32% scored at level two, 4% scored at level three and another 4% scored at level four. On the New York State Science Exam, for grades four and eight, 27% of our ELLs scored at level one, 36% scored at level two, 18% scored at level three and another 18% scored at level four.

The data does not indicate that students who took the Math and Science exams in the native language did significantly better than those who took it in English. For more specific information on ELL performance on state exams, please refer to the charts on pages 5-6.

b.) The results from the ELL Periodic Assessment allow us to analyze student proficiency in the modalities of listening, reading and writing. The school leadership and teachers use this data to inform instruction for ELLs. These assessment are often a good predictor of student NYSESLAT performance.

c.) From the Periodic Assessment, we are learning that the majority of our ELLs show overall growth in English proficiency between the initial, fall administration and the final administration, given in the spring. As a result, we have a clearer understanding of our ELL students' strengths and weaknesses before the NYSESLAT administration in the spring. Please note that the Periodic Assessment is only administered in English.

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 [Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]
 Our school uses multiple data sources to inform RTI instruction, allowing us to group students according to their instructional needs and levels. These data sources include, but are not limited to Fountas and Pinnell reading levels, iReady assessment results, Core Knowledge and Go Math assessment data, as well as student performance on state exams and NYC Performance Assessments. Our RTI program enables us to determine whether students are benefiting from an instructional program within a reasonable time and build more effective instructional programs for students who are not benefiting. We continually monitor student data throughout the school year to determine if RTI instruction needs to be adjusted or modified, allowing us to evaluate the efficiency of different forms of instruction and design more effective, individualized instructional programs for the purpose of increasing student achievement for ELL students.

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

Students' new language development is considered in instructional decisions by including the importance of cross-cultural facts and ideas. In language materials are provided, enhancing lessons with students' knowledge of their own respective languages and cultures. This fosters, not education, but tolerance and respect amongst our ELL population. Some of the educational techniques utilized include, pairing ELL students with languages, bilingual glossaries, and translated material for newcomers at the Entering level of proficiency.

7. For dual language programs, answer the following:

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

7. For the 2015-2016 school year, we have formed a Dual Language (Spanish) Kindergarten class.

a.) The English-proficient students in the Dual Language class will be assessed in the target language, using teacher-created assessments.

b.) All of the English-proficient students in the Dual Language class come from Spanish-speaking homes. The majority of these students have significant proficiency in speaking and listening in the target language. Being that they are early childhood-level students, they are not yet proficient in reading and writing.

c.) Being that this is our first year with this type of program, assessment data is not yet available.

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

We evaluate the success of our program for ELLs by looking at student data. The NYSESLAT, given every spring, determines students' progress and proficiency levels in the modalities of listening, speaking, reading and writing. In looking at the most recent NYSESLAT data, we have compared the Title III Annual Measurable Achievement Objectives (AMAO) for ELLs. The first Title III AMAO is the annual increases in the number or percentage of students making progress in learning English. Unfortunately, this year, we are at a disadvantage, since the NYSESLAT Modality Report (RNMR) is unable to determine students' progress on the 2015 NYSESLAT exam. The second Title III AMAO is the annual increases in the number or percentage of students attaining English language proficiency. For the 2014-2015 school year, the AMAO target or goal for schools in New York State was 15%. In the most recent NYSESLAT, 23 students scored at the Commanding level. This means that 16% of our total ELL population tested out. We met our target. The most recent AYP data for ELLs has not yet been released by the state.

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 initial identification of potential ELLs begins at the point of enrollment. A Home Language Identification Survey (HLIS) is given, in the appropriate language. Licensed ENL or bilingual teachers assist in the completion of the HLIS and conduct an informal interview. Interviews are conducted in parent's preferred language of communication. Interpreters are available, and if the language is not spoken by a staff member, the Translation Unit is contacted. There is a staff directory, kept in the main office, listing bilingual staff members and the languages they speak. We currently have on staff, speakers of: Spanish, Russian, Ukrainian, Urdu, Arabic, Chinese, Hebrew, Yiddish, Italian, Greek and Thai. These staff members are pedagogues and educational assistants. If it is determined that a student speaks little to no English, the NYSITELL is administered by an ENL teacher within ten school days. The NYSITELL is administered by a licensed ENL teacher. If a student scores at the entering, emerging, transitioning or expanding level, the student is considered an ELL. If the student scores at the commanding level, the student is not an ELL. If a Spanish-speaking student is identified as an ELL, they are also given the Spanish Lab exam, in order to determine language dominance, within ten school days.

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).

Although we currently have only one SIFE student, whose status was originally identified by his previous school, the ELL Staff is familiar with SIFE identification. Determining SIFE status begins at the time of the completion of the Home Language Identification Survey, during which the parent is asked to indicate prior schooling. Potential SIFE students (newly identified ELLs in grades three through nine, who score at the entering or emerging level on the NYSITELL) are administered the Oral Interview Questionnaire. SIFE status must be determined within 30 school days of initial enrollment. If a student is found to be a SIFE, we will utilize the LENS (Literacy Evaluation for Newcomer SIFE) diagnostic tool in order to measure the home-language literacy skills. Student work will also play a factor in determining existing literacy skills, so that teachers of SIFE students can effectively meet their needs.

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).

NYSITELL eligibility for newly enrolled students with IEPs who have a home language other than English, is determined by the LPT (Language Proficiency Team). If the LPT determines that the NYSITELL should not be administered, the determination is made by the principal. If the principal does not feel the NYSITELL is appropriate for the student, the final decision is made by the superintendent or the superintendent's designee.

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.

After the initial screening and subsequent NYSITELL testing, entitlement letters are given, within five school days, in the appropriate home languages, to newly enrolled ELL students. These letters inform parents that their children have been identified as English Language Learners and are entitled to an English Language Program. Additionally, non-entitlement forms are distributed, within five school days, to the parents of those students who score at the commanding level on the NYSITELL, informing them that their children have been determined to be English proficient. Our ENL staff are responsible for the distribution and collection of these letters and forms. Copies are maintained, in a file, by the ENL teachers.

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).

A student who has undergone the ELL Identification Process, as a result of first time entry or reentry into the NYC Public School System, may go through the ELL Re-identification Process. Parents have 45 days from the point of enrollment to appeal their child's ELL status. Both the entitlement and non-entitlement parent notification letters inform parents of their right to an appeal. These letters are distributed within five school days of ELL status determination.

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.

After the initial screening and the administration of the NYSITELL to the appropriate students, Entitlement Letters are distributed to those students identified as ELLs. In addition, parents of ELLs receive an invitation to an ELL Parent Orientation Meeting, which is held within ten school days of student's admission. The meeting is replete with a comprehensive question and answer session, as well as the viewing of the ELL Parent Information Video. The video is tailored to the unique languages spoken by the attending parents and explains all three program options available to their children. Subsequent to viewing the video, parents are able to ask extensive questions of the ENL/bilingual personnel, regarding any concerns they may have to their children's placement in an English language program, including Transitional Bilingual Education, Dual Language, as well the Free Standing English as a New Language Program. The fully-certified ENL staff, in conjunction with the Parent Coordinator and bilingual translators, periodically conducts these informative ELL Parent Orientation Meetings, throughout the school year, as new ELLs enroll in our school. This is done to ensure that ELL Parents are well informed of the program choices available to their children. After the meetings have been conducted, and parents have indicated their program choice on the Parent Program Selection Form, their choice is input on the ELPC screen in ATS. This screen allows the ENL staff to track and monitor the program choices made by the parents of our ELL students. To that end, we are able to track the number of parents who have selected Transitional Bilingual Education and Dual Language Programs for their children.

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.

After the initial screening and subsequent NYSITELL testing, entitlement letters are given, within five school days of ELL identification, in the appropriate home languages, to newly enrolled ELL students. These letters inform parents that their children have been identified as English Language Learners and are entitled to an English Language Program. Copies of these letters are maintained in a file in the ENL room. Subsequently, at our ELL Parent Orientation Meeting, the Parent Survey and Program Selection Forms are distributed to the parents. After viewing the informative ELL parent video, the parents fill out the form, with the assistance of the ENL staff, Parent Coordinator, and bilingual translators present at the meeting. These parent meetings are conducted periodically, throughout the school year, in order to ensure that all Parent Survey and Program Selection Forms are filled out and returned. The Program Selection Forms are attached to students' Home Language Forms, and the original forms are kept in students' cumulative records. Our ENL staff are responsible for the distribution and collection of these letters and forms. Copies are maintained, in a file, by the ENL teachers. Program choice is tracked in the ELPC screen in ATS. After the completion of the Program Selection Forms, parent choices are noted in this screen.

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

The ENL Coordinator, in conjunction with the assistant principal, work with the ENL staff to ensure that all Parent Survey and Program Selection Forms are completed and returned. A check-off list is created from the NYSITELL score report in order to track the completion of the forms. Whenever necessary, we reach out to parents in writing, on the phone and in person, in order to ensure they understand the program choices available to them, and to ensure that the form is completed. Bilingual translators, classroom teachers and our parent coordinator all assist in this effort.

9. Describe how your school ensures that placement parent notification letters are distributed.
Once a student has been identified as an ELL, the entitlement letter is given, inviting the parent to an ELL orientation meeting. At the meeting, the parent completes the Parent Survey and Program Selection form, on which they indicate the ELL program they would prefer for their child. Once this form is completed, Placement letters are distributed, in both English and the home language (whenever possible), notifying parents that their child has been placed in an ELL program. In all cases, for the 2015-2016 school year, the Placement letter indicates the choice indicated by the parent on the Parent Survey and Program Selection form. A licensed ENL teacher is responsible for the distribution of the placement letters. For parents who did not attend the ELL parent orientation meeting, a placement letter is still sent home, provided that a Program Selection Form was returned. If a program selection form is not returned, then the default option is a bilingual program. In years past, we did not have a bilingual program, and those students were placed in an ENL program. For the 2015-2016 school year, all Program Selection forms have been returned, and all newly-enrolled ELL students have been placed in a program of their parents' choosing.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
The ENL staff maintain a file of all ELL documentation. This file is organized by instructional group, and contains copies of the Home Language Survey, Parent Survey and Program Selection form, entitlement letters and placement letters. This file includes Former ELL's (F-ELL's), as well. Originals of the HLIS and the Program Selection form are filed in the students' cumulative record, along with copies of any entitlement and placement letters.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
All ELLs are assessed annually, using the New York State English as a Second Language Achievement Test (NYSESLAT). This assesses students' proficiency levels in speaking, listening, reading and writing, and determines if they have attained proficiency in English. In order to ensure the exam is administered to all of the appropriate students, using the correct testing grade band, the ENL/Testing coordinator organizes a testing timeline. All students whose names appear on the RLER for NYSESLAT are administered the exam. Our school's ENL coordinator, Tricia Nakleh, is also the testing coordinator. She works to ensure all ELLs complete all four components of the NYSESLAT. An absentee log is kept, during the administration window to track any students who may have been absent for one or more of the sub-tests of the NYSESLAT. This ensures they receive a make-up exam within the testing window.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
At the onset of each school year, the ENL coordinator reviews the NYSESLAT results, in order to determine which students continue to be entitled to an ELL program, and which students have attained proficiency. The school distributes continued entitlement letters to the parents of those students who scored at the entering, emerging, transitioning, or expanding level on the NYSESLAT. Non-Entitlement/Transition letters are distributed to the parents of students who scored at the commanding level, informing them that their children are no longer considered to be ELLs, but that they will continue to receive 90 minutes per week of transitional support for two school years, as per CR Part 154. These letters are provided in both English and the home language (where available).
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).
After reviewing the choices indicated on the Parent Survey and Program Selection forms, for the 2015-2016 school year, we determined that 13 out of 26 parents of newly-enrolled ELLs (50%) chose a Dual Language program for their children, while the other 50% chose English as a New Language for their children. This contrasts with the trend that was noted for the previous few years, during which 95% of our parents selected an ENL (formerly ESL) program for their children. The program models at our school are currently aligned with the parent requests, as we have opened a Dual Language program in our kindergarten.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.
In our Freestanding English as a New Language program, students are grouped heterogeneously by grade. For the integrated ENL component of the program, a licensed ENL teacher co-teaches with a licensed common-branch or content area teacher. For the standalone ENL component, a licensed ENL teacher groups the ELL students at the entering and emerging levels of proficiency by grade for grades kindergarten through two. For grades three through eight, the standalone ENL groups consists of students in two or three contiguous grades.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
In our Dual Language program, all ELL students are grouped together heterogeneously in one kindergarten class. The class is taught by one general education teacher and one special education teacher with a bilingual extension. Half of the instruction is delivered in English and half is delivered in Spanish. There are 360 minutes of designated ENL instructional per week, as well.
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)?
Once the NYSESLAT and NYSITELL results have been analyzed, at the beginning of the school year, ELL student proficiency levels determine the instructional minutes they will receive. As per CR Part 154.5, students at the entering and emerging levels receive 180 minutes of integrated ENL in the content area of ELA, and an additional 180 minutes of standalone ENL. Students at the transitioning and expanding level receive 180 minutes of integrated ENL in the content area of ELA. Students at the commanding level, considered former ELLs, receive 90 minutes of integrated ENL in the content areas of math or science. Please note that all students, regardless of ELL status, receive 360 minutes of ELA instruction per week.

In the dual language program, half of all instruction is delivered in English and the other half is given in Spanish, through Home Language Arts instruction. All students in this program receive 360 minutes of integrated ENL/ELA instruction per week.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
During the integrated ENL model, content area instruction is amplified through the use of leveled texts, sentence deconstruction, vocabulary ladders, illustrations, classroom computers, SmartBoards, as well as authentic hands-on materials and manipulatives. Content is taught through collaborative team teaching and small guided, differentiated groups. Academic language development is fostered through differentiated activities, individualized to meet the specific needs of all students. During freestanding ENL instruction, teachers focus on building academic language and Tier II vocabulary, as well as ELA skills and test-taking strategies, aligned to the Common Core Learning Standards. Teachers use data from classroom assessments, performance assessments and State Exams, in order to target specific areas of deficiency and meet the needs of individual students.

In our dual language program, math, science and social studies content is delivered in both English and Spanish. There is a home language arts component to the program, as well as integrated ENL/ELA instruction. Language is taught and fostered through content areas as well as through literacy.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
All newly enrolled ELLs, who speak Spanish, are administered the Spanish LAB during the same testing window as the NYSITELL. This is done to determine the language dominance of these ELLs. Additionally, ELLs in the dual language program are assessed throughout the school year in order to monitor their progress in the development of their home language skills.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
The Common Core Learning Standards address the four modalities of English acquisition. All of our curriculum, unit plans, as well as assessments, are aligned to these standards, thus, all instruction addresses the four modalities of listening, speaking, reading and writing. Our ELL students participate in ongoing units of study, in all subject areas. These units of study contain comprehensive

assessments, at all levels, allowing us to appropriately evaluate their progress in the four modalities of English acquisition. Additionally, all ELL students in grades three through eight are given the ELL periodic assessment in the fall and the spring, in order to track their progress in the development of listening, reading and writing skills.

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

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

a.) Our instructional plan for SIFE (Students with Interrupted Formal Education) students includes building a supportive environment that responds to the immediate social, cultural and linguistic needs of the students. Bilingual staff members, in addition to ENL teachers, support the students. SIFE students are partnered with peers or classmates who can support and further integrate them

into their grade and school community. In order to help them accelerate and catch up to their peers, they are grouped with newcomer students during ENL instruction, and provided with remedial instruction, wherever necessary. The Common Core curriculum

is adapted so that students learn critical material in a way that is effective, accessible and age-appropriate. Students are provided with intensive literacy and language instruction which stresses the five components of reading; phonemic awareness, phonics, fluency, vocabulary and comprehension. This increases student access to literacy-rich environments and print materials, i

ncreasing language development and proficiency. When deemed beneficial, these students are granted access to Rosetta Stone

Language Learning technology.

b.) Newcomers who have been enrolled in our school for zero to three years comprise 75% of our total ELL population. It is therefore necessary to implement a rigorous academic ENL program, ensuring that students develop both BICS (Basic Interpersonal

Communication Skills) and CALP (Cognitive Academic Language Proficiency) in an accelerated manner. For those students who have

less than one year of English language instruction, language is introduced through the use of pictures, illustrations, visual clues, graphic organizers and TPR (Total Physical Response). Language development is encouraged through the use of music, recorded

books, and art projects. Listening stations are utilized so that students may listen and read concurrently. Every effort is made to

bring the students' home language and culture into the classroom, by using various materials in their native languages, including

bilingual glossaries and dictionaries, translated student articles, native-language books. As students progress beyond their first

year of English acquisition, instruction is scaffolded and individually tailored to equip students to meet the academic rigor and challenges facing them in their classrooms, on high stakes exams, and in life. Using reading strategies to increase student comprehension is a major instructional component to ensure language development and acquisition. Other teaching strategies include; the use of pictures, role play, dramatization, manipulatives, questioning techniques, Big Books, read aloud, shared and guided reading, as well as small group instruction. A key instructional technique is the establishing of routines and rituals through repetition, in order to promote effective thinking and learning amongst our students. Our reading and writing instruction is

highly rigorous, utilizing academic language and multiple alternate texts to supplement vocabulary and literacy instruction. This

ensures that ELLs, who may not understand the academics through the use of regular texts, grasp the content and meaning from the

various alternate texts and authentic materials infused by ENL teachers into instruction.

Language development includes listening, speaking, reading, and writing in cognitively demanding lessons that are scaffolded to

increase student learning of both language skills and content. The content area is derived from the grade-level expectations and

curriculum in the mainstream classroom. Lessons are focused on the essential ideas taught in depth using higher- order thinking skills.

A critical component of the lesson is strategy instruction. Metacognitive strategies are selected for their use in learning specific lesson content as well as their transferability to other concepts. Students are explicitly told the name of the strategy, why using it will assist their learning, and how to use it within the lesson context and across other curriculum areas. Additionally, all Entering-level ELLs in grades two through eight will be working with the Rosetta Stone language learning software, which is scientifically proven to accelerate language development in the four modalities of listening, speaking, reading and writing.

c.) ELLs who have received four to six years of English language instruction comprise 21% of our total ELL population. For these students, the academic instruction builds upon the solid foundation laid in previous years of English language development. We focus on further developing students' cognitive academic language and vocabulary development. Tier II and III vocabulary is infused throughout proficiency levels in all grades and content areas. The use of alternate texts, the formation of word ladders, word chains, and vigorous vocabulary activities enhances students' academic language acquisition and proficiency. Academia is highly promoted through hands-on activities and the use of manipulatives. To that end, realia, texts, vivid illustrations and visuals promote critical thinking and inferencing, which ultimately motivates students to ask skilled questions, promoting further academia. It should be noted that 26 out of the 30 student in this category are students with disabilities. The ENL teacher work with the classroom teachers for these students to ensure that specific learning needs and IEP goals are addressed during instruction.

d.) The aforementioned instructional approaches, in conjunction with additional language supports, are utilized with our Long-Term ELLs. While our Long-Term ELL population makes up only 4% of our total ELL population, these students receive more personalized attention and differentiated instruction in an effort to help them attain English language proficiency. It should be noted that four out of the six students in this category are students with disabilities. It is therefore necessary that the ENL teacher work with the classroom teacher in order to meet the unique learning needs and goals of these students. These students are given more time on task and are provided with instruction that has a strong foundation in literacy, writing and academic vocabulary development.

e.) ELLs who attain proficiency on the NYSESLAT exam continue to receive support, for 90 minutes per week, in the content areas, during integrated ENL instruction. Continuing transitional support focuses on maintaining and enhancing students' academic language and overall proficiency. Classroom teachers give those former ELLs extra attention and provide differentiated materials and activities to meet their diverse needs. This support is given to former ELLs for two years after attaining proficiency on the NYSESLAT. In addition, former ELLs continue to receive testing accommodations on exams for two years after attaining proficiency on the NYSESLAT.

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.
Beginning in the 2015-16 school year, a student who has undergone the ELL Identification Process (as the result of first time entry or reentry) may go through the ELL Re-identification Process. The Re-identification Process allows schools, parents, and students who believe a student may have been misidentified as an ELL or non-ELL to request (within 45 school days of enrollment only) that the

ELL Identification Process be administered a second time. The Re-identification Process may be utilized for students who have a home language other than English, and are ELLs and non-ELLs.

The school must initiate a review of the ELL status determination upon receipt of a written request from any of the following:

- A student's parent or guardian
- A student's teacher (if the teacher's request includes written consent from the parent or guardian)
- A student of 18 years of age or older

The Re-identification Process must be completed within 10 school calendar days of receipt of written notice; however, if the CSE

(Committee on Special Education) must be consulted, the process must be completed within 20 school calendar days. The Re-identification Process consists of the

following steps:

1. School receives written request to initiate the Re-identification Process (e.g., parent writes letter to principal).
2. School reviews all documents related to the initial or reentry identification process detailed above.
3. School reviews the student's work in English and in the home language.
4. School may administer the NYSITELL to the student if the original determination was that the student should not be administered the NYSITELL. Under no circumstances can the Re-identification Process include a second administration of the NYSITELL.
5. School consults with parent or guardian.
6. School conducts and reviews the results of a school-based assessment, administered by qualified personnel of the student's abilities in listening, speaking, reading and writing in English.
7. Appropriate staff consults with the Committee on Special Education (CSE) if the student is a student with a disability or is suspected of having a disability that may impact the ability to speak, read, write or listen in English.
8. Based on the recommendation of the ENL/bilingual department, consisting of certified ENL and bilingual pedagogues, the school principal determines whether to change the ELL status or not. Written notification of the decision in the parent's preferred language must be sent to the parent or guardian (and the student if he/she is 18 years of age or older). If the recommendation is to not change the ELL status, no further actions are necessary; if the recommendation is to change the ELL status, the process continues.
9. Upon receipt of signed notification acknowledging the principal's recommendation to change the ELL status from the parent or guardian or student (if he/she is 18 years of age or older), the relevant documents and recommendation are sent to the superintendent (or designee) for review and final decision.
10. Written notification of the decision is sent from the superintendent to the principal, parent, guardian, and student (if he/she is 18 years of age or older) in the parent's preferred language within 10 school days of receipt of documentation from the principal. If the decision is to not change the ELL status, no further action is necessary. If the decision is to change the ELL status, the student's program must be modified accordingly.
11. All notifications and relevant documents must be kept in the student's cumulative folder.

Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal, must review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with a certified ENL or bilingual teacher in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian

believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the student and may reverse the determination within this same 6-to-12 month period. Support services may include, but are not limited to: reading intervention, tutoring, small group instruction, and AIS. If the principal's decision is to reverse the ELL status, he/she must consult with the superintendent or his/her designee. Final decision notification must be in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.

8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

The ELL department works in close collaboration with the special education teachers to design effective educational plans tailored to meet the specific needs of ELLs in special education. The IEP (Individualized Education Program) goals, as well as specific language needs, are targeted when planning instruction for these ELLs. Students whose IEPs mandate bilingual instruction are placed in any available bilingual program that our school may have. In the event that a specific language or grade-level bilingual program is not currently available, the student is placed in a Freestanding English as a New Language Program, and is provided an alternate-placement paraprofessional. Native language support is provided, where necessary, through the use of bilingual paraprofessionals, bilingual glossaries and dictionaries, and native-language literature.

Amongst the academic strategies utilized may include, but are not limited to; the use of manipulatives, hands-on activities, books on tape, native language material and support, and big books for shared reading. Making text connections and setting up cooperative learning groups where lower-functioning students are paired with more advanced students, are excellent tools for fostering student interaction, comprehension and self-awareness. Technology used to support ELL-SWD's includes, but is not limited to: Rosetta Stone, Think Cerca, BrainPop, Starfall, Math IXL, iReady, and Mathletics.

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?

The ELL instructional team works closely with the School Assessment Team in order to develop IEP goals and recommendations for ELL-SWDs. This ensures that we meet the diverse needs of this population, within the least restrictive environment. ELL and bilingual teachers work with classroom teachers, as well as collaborative teacher teams in order to design appropriate curricular and instructional plans and units of study for our ELL-SWDs. ENL program scheduling ensures that these students receive ENL support during literacy instruction.

Chart

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

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

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

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



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

Chart

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

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

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

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

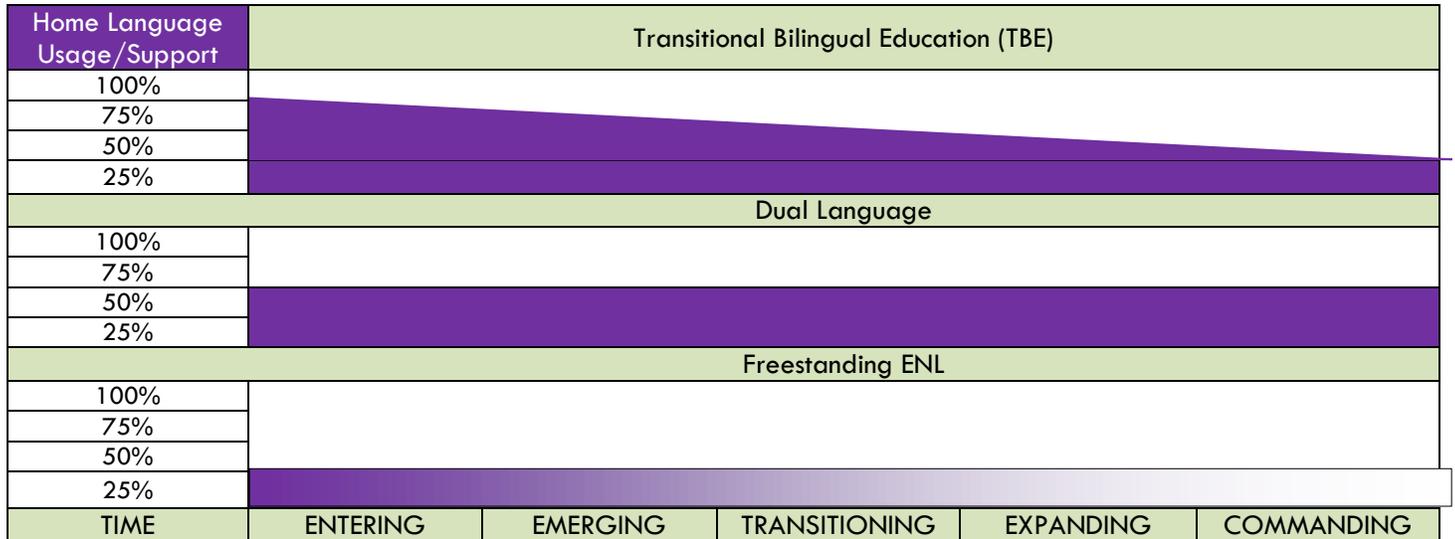


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. As a result of the interrogation of multiple data sources, we identify those students, including ELLs, who require targeted intervention. In conjunction with our RTI (Response to Intervention) program, we provide small group instruction, tailored to meet the specific individual needs of our students, in all content areas of deficiency. In some cases, students who are on one grade level, may benefit from skills and strategy instruction from a lower grade level. Skills, such as phonemic awareness, segmenting, chaining, blending, to name a few, are infused into daily RTI instruction, to ensure that these students will reach their grade level expectations within a reasonable amount of time. Fountas and Pinnell assessment data allows us to formulate additional, appropriate, differentiated literacy groups. This, in turn, allows for more individualized, guided instruction, tailored to the specific needs of the students, ensuring that they, too, reach their appropriate grade level expectation, within a reasonable amount of time. The same strategies are utilized, with regard to mathematics intervention. Student data allows for more individualized, guided instruction, tailored to the specific deficiencies of students. Small group intervention allows for greater differentiated instruction of the mathematical skills needed to bring the students up to their grade level, within a reasonable amount of time. The language for this instruction is English.

All science and social studies programs utilized at our school incorporate ongoing assessment, in order to monitor student progress. Additionally, the New York City Performance Assessment in Social Studies is administered three times per year, to students in grades six through eight, not for MoSL purposes, but to gain insight into the strengths and weaknesses of our students. The data from these assessments helps to drive our Targeted Intervention program, in which students are placed in small groups for tutoring during AIS periods, and for small group instruction during class time. Bilingual glossaries and dictionaries are utilized in order to foster the native language, along with picture dictionaries, translated vocabulary support, and translated student articles, where necessary.

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

English Language Learners comprise 29% of our total school population, distributed across all grade levels. All teachers are aware that they are all responsible for tailoring instruction to meet the needs of these students. At the elementary level, we are using the Core Knowledge program to build both content and language development in all students. The program is divided into two strands; a listening and learning strand, and a skills strand. The skills strand predominantly deals with phonetics and the skills necessary for proper language development. The listening and learning stand deals with various genres, literary elements, as well as academic vocabulary. From an ENL standpoint, both the skills strand and the listening and learning strand provide students with the tools necessary to become proficient readers and writers. In grades three through eight, Expeditionary Learning focuses on deeper study of various genres, together with their intrinsic elements, skills, and literary strategies in order to meet the needs of all students, including ELLs, in both content and language development. For grades K through five, we are using Go Math, and for the upper grades, we are using Connected Math. Both of these programs are aligned to the CCLS and contribute to the content and language development of our ELLs. Our science and elementary classroom teachers implement a science curriculum that is aligned to the CCLS, and greatly contributes to ELL knowledge in both content and language development. All of the aforementioned programs come equipped with built-in ongoing periodic assessments, which monitor student performance and progress. Assessment data is continually monitored and reviewed for proper placement of students, in differentiated instructional groups.

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

For the 2015-2016 school year, we have instituted a Dual Language program in Kindergarten. It was noted, in the previous school year, that there was a significant population of Spanish-speaking students in our pre-Kindergarten. This led to the creation of the Dual Language class. Students have been placed in this program, based upon parent request.

An additional program being offered to all students, including ELLs, in grades four through eight is Think Cerca. This program offers computer-based, differentiated reading and writing instruction. Students complete close reading exercises, and then are guided through the process of argumentative writing development. Many scaffolds are build in, in order to support diverse learners.

Entering level ELLs in grades two through eight will be granted access to the Rosetta Stone language learning software. This program is scientifically proven to accelerate language acquisition in the modalities of speaking, listening, reading and writing.

We will be utilizing the iReady diagnostic assessment with all students, including ELLs, in grades two through eight, in the content areas of reading and math. This computer-based assessment will be given three times during the school year, in order to monitor student progress. The results of these assessments will drive instruction and allow teachers to differentiate and individualize instruction in order to prepare them to meet the CCLS grade level expectations.

We will also be using Boardworks educational software, which provides interactive lessons that address the CCLS for grades K-12 for ELA, math and science.

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

We will be discontinuing the use of the Achieve 3000 online literacy program. The program is being replaced with Think Cerca, which offers a more robust writing component that was lacking in the Achieve 3000 program.

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

Our ELL students are fully integrated in the mainstream classes, and are afforded equal access to all school-wide programs. Our school offers a wide array of extracurricular activities, which include STEM, dance, art, music and cooking. Our vibrant art program is taught by a seasoned teacher, and is available to both general and special education students. In addition, decadent cooking and life-skill classes are taught in our, state-of-the-art culinary kitchen. Our music program teaches students to use various instruments, including, but not limited to, the recorder, drums, ukulele and guitar. We have an extensive music program for all students in grades K-2, involving the use of musical instruments, as well as extensive plays and songs, supporting our goal of language development. In addition to the aforementioned, our dance, art and music departments work in tandem to develop an extensive theatrical production, incorporating a major portion of the student body. All ELLs are fully represented in all programs offered in our school. ELLs do not receive separate invitations to participate in these programs, as they are programmed to participate alongside their non-ELL peers.

We are continuing to implement the Studio in a School program, which is offered to students in grades Pre-Kindergarten and Kindergarten. This exciting program offers students the opportunity to create exciting, hands-on art projects, with the assistance of professional artists. We are also continuing and expanding our Cook Shop program, which allows students to explore the foundations of nutrition and healthy eating. Again, ELLs are programmed to participate in this program, alongside their non-ELL peers.

We are entering the third year of our STEM program, which was expanded last year to include ELLs and F-ELLs in grades four through eight in an after-school program. This STEM program for ELLs will be separate from the existing STEM program that takes place during the school day. STEM is an interdisciplinary program that focuses on science, technology, engineering and math. We have chosen to focus on these areas together, not only because the skills and knowledge in each discipline are essential for student success, but also because these fields are deeply intertwined in the real world and in how students learn most effectively. STEM is an integrative and applied approach that is coupled with hands-on, problem-based learning. A STEM-literate student is not only an innovator and critical thinker, but is able to make meaningful connections between school, community, and global issues. ELLs are invited to participate in this program with a parent notification letter. In addition, a parent information session is held prior to the start of the program in order to inform parents of the types of activities their children will be participating in.

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.

We are using the following instructional materials to support ELLs:

- Core Knowledge
- Expeditionary Learning
- Go Math
- Math IXL
- Connected Math
- Think Cerca
- Rosetta Stone
- Boardworks
- Raz Kids
- BrainPop
- Getting Ready for the NYSESLAT, Attanasio and Associates
- Primary Sources, Teacher Created Materials
- More True Stories, Longman
- Oxford Picture Dictionary, Oxford University Press
- Word by Word Picture Dictionary, Longman
- Side by Side English, Longman

The Core Knowledge program is being used with students in grades K - 2. The program consists of two strands: the Listening and

Learning Strand and the Skills Strands. The Listening and Learning Strand consists of listening activities, vast vocabulary extension, dramatic play, photos, and extensive literary prose in various genres. Each grade level focuses on multiple domains, which include an extensive variety of topical genres, fostering voluminous language development in the four modalities of listening, speaking, reading and writing. The second strand, the Skills Strand, focuses heavily on reading readiness strategies, including; phonemeic awareness, letter, sound and word recognition. The program utilizes the paramount strategies of chaining, segmenting, and blending to foster literacy development.

The Expeditionary Learning program is used with students in grades three through eight. The program focuses on various genres, providing extensive information on areas studied. Students learn "close reading" strategies, at all grade levels, including finding the gist, using context clues, citing evidence, making inferences, paying attention to vocabulary and being able to respond to text-dependent questions in the domains studied. The program exposes the students to higher-level thinking, which will further assist in college and career readiness.

Our school uses technology at its highest form with the innovative use of SmartBoards and Promethean boards, classroom computers, individual laptops and iPads to supplement classroom instruction in various content-areas. All of our classrooms are equipped with state-of-the-art SmartBoards, enabling all students to be engaged, while interactively visualizing instruction.

We will continue to utilize the BrainPop website, which offers short, engaging cartoon clips that explain topics covering math, science, grammar, geography, history, and writing. The videos have accompanying activities to reinforce the skills and strategies introduced in the videos.

We will continue to partner with the Cook Shop organization for this school year. This program, utilized with students in Pre-Kindergarten through grade four, teaches children where food comes from, how it is grown, and how it is produced. Our parents have been invited to participate in a parallel adult Cook Shop program, in which they utilize the same ingredients that their children are using in their classrooms. While the children prepare cold dishes with these ingredients, the adults prepare hot dishes in our kitchen classroom.

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

We utilize students' native language by pairing newcomers with more advanced students who share a common native language. In addition, we use bilingual dictionaries, word-to-word glossaries, and translated material to foster native language use. Age and grade-appropriate Native Language Arts books that support the Core Curriculum are utilized, wherever possible. We also sponsor multicultural activities and performances to enhance knowledge of all cultures. We involve parents of various linguistic backgrounds in our many school activities, as well. In our Dual Language kindergarten class, Spanish is the home language for both the ELLs and non-ELLs. Spanish language instruction is delivered and infused into all content areas.

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

All students, including ELLs, are placed in grade and age-appropriate classes with their peers. Materials are age appropriate, and are used to build capacity and comprehension, appropriate to the grade level of the students. In addition to the resources mentioned above, we also use a variety of technology-based programs that are age and grade appropriate, including; Think Cerca, BrainPop, Math IXL, Raz Kids and Boardworks.

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).

Continuing students, including newcomer ELLs, receive reading packets at the end of June. These packets contain a suggested list of grade-appropriate texts that students are encouraged to read over the summer, in preparation for the upcoming school year. While we make every effort to support our ELLs during the summer, new students typically enroll at the beginning of the school year. It is therefore difficult to assist newly enrolled ELLs before September. New ELLs who enroll throughout the school year are immediately placed in the appropriate classes, and are provided with the mandated services.

19. What language electives are offered to ELLs?

For the 2015-2016 school year, we have a Latin-language elective class for all students, including ELLs, in grade seven.

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)?

- a.) In our dual language program, the side-by-side model is utilized. The ELLs and the English proficient students are integrated throughout the school day. ELLs are placed in differentiated, guided groups during the school day, as well.
- b.) All content is taught in both English and Spanish.
- c.) During content area instruction, the classroom teacher delivers instruction in English. This is then followed up by the material being delivered in Spanish by the bilingual teacher.
- d.) As stated above, both languages are taught at the same time, in an effort to foster literacy in both languages.

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.)
As per the new UFT contract, all teachers participate in professional development activities on Monday afternoons after student dismissal. Over the course of the school year, teachers will receive ongoing training on the following topics:
 - New curriculum and technology programs, including, but not limited to: ThinkCerca, iReady, Boardworks, STEM, Science Fusion, and Cookshop.
 - ELL-related topics including the new CR Part 154 mandates, ELL Policy Reference Guide, best practices for co-teaching strategies and integrating language and content instruction for ELLs and preparing students for the NYS ELA, NYS Math Exam and the NYSESLAT.Teachers will also participate in Professional Learning Communities (PLC's), during which they will study academic and research-based texts aimed at improving and enhancing instruction for ELLs. The group is currently studying the book "Creating Robust Vocabulary", by Isabel Beck.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
All teachers, including those of ELLs, have received extensive training on the CCLS, over the course of the past few years. All curriculum is aligned to the CCLS. Any new programs that are being introduced, including Think Cerca, iReady, and Boardworks are aimed at helping all students, including ELLs to effectively engage in the CCLS. These programs are designed to supplement, differentiate and individualize instruction for our students so that they can meet the challenges of the Common Core. As stated above (in question #1), all teachers will receive training in these new programs.

As stated above, all teachers of ELLs, including ENL and bilingual teachers, will receive ongoing training on best practices for co-teaching strategies and integrating language and content instruction for ELLs. These professional development sessions highlight ways in which CCLS-aligned instruction can be scaffolded and differentiated for ELLs.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
In an effort to ease the transition from elementary to middle school, students in grades five and six are nested in their individual classrooms, where their departmentalized content area teachers provide instruction. In addition, students in grade five are invited to an orientation, along with their parents, in which they receive information about various instructional and extracurricular programs that will be available to them as they transition from elementary to middle school. All staff members, including the guidance counselor, receive training on ELL-related topics throughout the school year. One such topic includes an overview of the transition from elementary to middle school and from middle to high school. Specific ENL and bilingual programs offered at potential high schools are a point of discussion and consideration. Our staff developer, in conjunction with our school guidance counselor, periodically take our eighth grade students on field trips to local high schools, in order to prepare them for the high school experience. In addition, students in grade eight are invited to the various high school fairs, held throughout the city.
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.

Each school must provide professional development to all teachers and administrators that specifically addresses the needs of English language learners. A minimum of fifteen percent (15%) of the required professional development hours for all teachers must be dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. For all bilingual and English as a new language teachers, a minimum of fifty percent (50%) of the required professional development hours must be dedicated to language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. To this end, we will be implementing the professional development plan, as outlined in questions #1-3, see above). Topics to be addressed include, but are not limited to; the ELL identification process, NYSITELL, NYSESLAT and ELL Periodic Assessments, co-teaching strategies for ELLs, language development strategies, scaffolding instruction for ELLs, building academic language, and RTI instruction for ELLs, and unpacking the CCLS for ELLs. The presenters for each of these professional development sessions are responsible for the preparation and distribution of agendas, which are kept on file in the main office. Attendance sheets are maintained for all participants and are kept on file by the pupil accounting secretary.

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?

In an effort to bridge the home-school connection, we set aside time on Tuesday afternoons for Parent Engagement. This time is utilized in order to hold individual meetings with parents of ELLs to discuss student goals, progress in language development, NYSESLAT results, and instructional needs. Translation services are always available during these sessions, as our school has many staff members who act as bilingual interpreters.

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.

During the parent engagement activities described above, attendance sheets document all of the meeting participants, including translators. In the event that a parent cannot attend an in-person meeting, every effort is made to accommodate them. ELL staff reach out to parents via telephone and in written form in order to ensure that they are kept abreast of their children's progress, learning goals and needs. Written translation and spoken interpretation are utilized when necessary.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parent involvement in our school includes recruiting efforts to involve all parents, including those of our ELLs, as volunteers. We also include parents as participants in school decisions, governance, and advocacy through councils, leadership committees, organizations and workshops.

For the 2015-2016 school year, we will be holding English as a New Language classes for all interested parents, including those of ELLs. This class meets twice per week and is taught by a bilingual teacher.

Parent workshops are held regularly, throughout the school year, in order to keep parents informed of important information regarding new programs, curriculum, and the Common Core Learning Standards. Topics to be addressed for the current school year include but are not limited to:

- Understanding the Parent Roadmap, a grade-by-grade breakdown of Common Core expectations
- Step-by-Step to College
- Accessing Engrade, Math IXL, Mathletics, and Think Cerca in the home
- Social Media and Internet Safety
- Visiting Author Day

To further encourage parent participation and involvement in their children's education, computer stations have been set up for parental use. Staff members are on hand to coach and explain how to access their children's test performance data, as well as Engrade, our school-wide, computer-based grading program. In addition, parent-teacher conferences are held four times per school year, giving parents an opportunity to speak directly with their children's teachers and other school-based staff. This affords them the ability to get involved in their child's education and stay abreast of important, ongoing, as well as future events, involving their children.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? We are continuing our partnership with the Cook Shop program for the 2015-2016 school year. This program, utilized with students in Pre-Kindergarten through grade four, teaches children where food comes from, how it is grown, and how it is produced. Our parents have been invited to participate in a parallel adult Cook Shop program, in which they utilize the same ingredients that their children are using in their classrooms. Parent participants receive recipes for food to prepare at home with their children.
5. How do you evaluate the needs of the parents? We evaluate the needs of the parents by analyzing the results of the home language survey and the Learning Environment Survey. Our School Leadership Team also involves parents by discussing important issues that have an impact on our school community. Our Parent Coordinator conducts needs assessment surveys in an effort to gauge specific programs, topics and supports that parents may be interested in. In addition, satisfaction surveys are distributed at the end of parent teacher conferences, in order to assess if parents were satisfied with the translation services available to them. This allows our school to better address and meet the needs of our parent community. These surveys will be translated into the predominant languages of our parent community.
6. How do your parental involvement activities address the needs of the parents?

Upon looking at the data, we determined that we have a significant ELL population. A large ELL population brings a significant number of non-English speaking parents. The need to support parents will be met through the following: conferences, PTA meetings, newsletters, student progress reports, School Leadership meetings, parent orientation meetings, individual parent teacher conferences, and frequent parent memos. We anticipate that these efforts will help parents become more productive in their everyday lives, more comfortable in their community interaction and more involved in their children's academic achievement. Additionally, our Parent Coordinator conducts needs assessment surveys in an effort to gauge specific programs, topics and supports that parents may be interested in. In addition, satisfaction surveys are distributed at the end of parent teacher conferences, in order to assess if parents were satisfied with the translation services available to them. This allows our school to better address and meet the needs of our parent community. These surveys will be translated into the predominant languages of our parent community.

D. Additional Information

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

Paste response here:

School Name: _		School DBN: #INGEST ERROR!	
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)
Harla Musoff Weiss	Principal		10/30/15
Joann Nurdjaja-Acuna	Assistant Principal		10/30/15
Gwendolyn Wright	Parent Coordinator		10/30/15
Tricia Nakleh	ENL/Bilingual Teacher		10/30/15
Ali Fakh	Parent		10/30/15
Isabelle Urbach	Teacher/Subject Area		10/30/15
Janet Halperin	Teacher/Subject Area		10/30/15
Regina Pizza	Coach		10/30/15
	Coach		
	School Counselor		
	Superintendent		
	Borough Field Support Center Staff Member _____		
Dr. Deborah Weinstock	Other <u>Bil. Psychologist</u>		10/30/15
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **21K238** School Name: **The Anne Sullivan School**
Superintendent: **Isabel DiMola**

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.

Based on the various home languages, gathered by the ELL Department from the respective Home Language Survey Forms, as well as the information on parent's preferred language of communication gathered by our pupil accounting secretary, we assess the written translation and oral interpretation needs of the parent population. Note that a trained, licensed pedagogue meets with parents, guardians and students in order to ensure that the HLIS form is accurately completed and to answer any questions they may have. To that end, we furnish most important documentation and school notification letters in the respective native languages, ensuring that all parents are provided with appropriate and timely information in a language they can understand. Staff members who are bilingual, aid in both oral and written interpretation and translation as needed.

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.

According to the most recent parent data, the following are the preferred languages for both written and oral communication: English, Spanish, Russian, Uzbek, Ukrainian, Urdu, Bengali, Arabic, Albanian, Polish, Georgian, Hungarian, Tajik and Hebrew.

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.)

In addition to the documents listed above, P.S./I.S. 238 disseminates the following translated documents:

- Parent Compact - September
- ELL Parent Orientation Meeting - September and as needed throughout the school year
- ELL Parent Notification Letters - September and as needed throughout the school year
- Parent -Teacher Conference Announcements - September, November, March and June
- Potential Holdover letters - January
- Report cards - November, March and June

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

The following is a list of formal face-to-face meetings our school will have with parents throughout the school year:

- Parent-Teacher Conferences- September (Curriculum Night), November, March and June
- ELL Parent Orientation Meeting - September and as needed throughout the school year.
- Parent Engagement Tuesdays - Every Tuesday afternoon
- IEP Conferences - ongoing
- Title III STEM After-School Parent Meetings - November and May
- Parent ENL Classes - Tuesdays and Thursdays from October through May
- Parent Information Workshops- ongoing
- Cookshop Parent Workshops - bi-monthly
- Raz Kids - October, January, March
- Pre-Kindergarten Parent Meetings- monthly
- Grade-specific Parent Workshops - bi-monthly
- State Exam Parent Information Meetings for ELA, Math and NYSESLAT - Spring
- College and Career Readiness Workshop - Winter

Informal interactions include: Parent Coordinator open-house and meetings, Middle-school open-house, Pre-K open house, outreach by guidance, attendance, dean, teacher, as appropriate.

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.

In order to adhere to Chancellor's Regulation A-663, we work to ensure that parents receive information in their preferred language. At the onset of the school year in September, and periodically throughout the school year, parent orientation meetings are conducted, replete with bilingual interpreters in the respective native languages of our school's parent population. Our in-house school staff and parent volunteers provide written translation and oral interpretation services. Our parent coordinator works diligently to ensure that parents are apprised of necessary information, as it relates to the students and the school community at large. Parents are invited to participate in the Parent Teacher Association and the School Leadership Team, and are encouraged to partake in various orientation meetings and workshops throughout the school year, on a multitude of topics. It is at these meetings and workshops, when parents receive additional information about their child's education, including the School Safety Plan. Interpreters are available at these meetings to ensure our LEP parents are afforded access to important information. We maintain a directory of languages spoken by all staff members, who can be called upon to interpret when needed. This directory is available in the main office. In the event that a family speaks a language for which we do not have a translator available, we utilize the DOE Translation and Interpretation Unit hotline. Signs are posted at the security desk and in the main office, notifying parents that translation services are available. In an effort to meet the written translation needs of our parents, we submit requests to the Translation and Interpretation Unit, or to a vendor for languages not available at the T&I Unit, to ensure that translations are distributed at the same time as English documents. We also utilize many of the pre-existing templates that are available on the T&I page on the DOE intranet.

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

As indicated in Part B; staff members and parent volunteers who are bilingual, aid in oral interpretation of any important information which parents need to be made aware of. In addition, the parent coordinator is a strong advocate for parents, and works to ensure that parents are provided with any necessary oral interpretation services. In-house translators are available at all parent events, as needed. In the event that a family speaks a language for which we do not have a translator available, we utilize the DOE Translation and Interpretation Unit.

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 Assistant Principal, in conjunction with the ELL Department, will share policies and procedures regarding translation services with the staff during professional development periods. This policy was outlined in the school handbook, distributed to all staff at the start of the school year. In addition, staff members will be provided with copies of the "I speak.."card, which will aid parents in identifying their preferred language. This card also includes the phone number for over-the-phone interpretation.

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

P.S. 238 is committed to ensuring that our parents have a meaningful opportunity to participate in and have access to programs and services critical to their child's education. As per the Chancellor's Regulation A-663, we provide translation and interpretation services that assist parents in communicating effectively with teachers, administrators, and other school personnel. School personnel are utilized when performing these translations and interpretations. Our staff includes speakers of all of the major home languages spoken within our school population. Parental notification letters are provided in students' home languages, as well as in English. Interpreters are always available throughout the school year, be it during school registration, parent-teacher meetings, parent-orientation meetings, or any other impromptu meetings that a parent may wish to have during the school day. These interpretations may take place both in-person and or over the phone, as we strive to ensure that all parents are well informed and empowered to make the necessary decisions regarding their children's education.

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)

Our Parent Coordinator will distribute a Needs Assessment survey in order to gather feedback from parents on the quality and availability of translation services. These surveys will allow our school to more effectively meet the needs of our entire community. The office staff will inform the school ELL department is any additional translation needs arise.