

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

22K255

School Name:

P.S. 255 BARBARA REING SCHOOL

Principal:

KELLY MCCANN

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

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

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

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

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

Section 1: School Information Page

School Information

School Name: P.S. 255 The Barbara Reing School School Number (DBN): 22K255
Grades Served: PK, 0K, 01, 02, 03, 04, 05, SE
School Address: 1866 East 17th Street
Phone Number: 718-376-8494 Fax: 718-627-0626
School Contact Person: Ana Mandelbaum Email Address: AMandelbaum@schools.nyc.gov
Principal: Kelly L. McCann
UFT Chapter Leader: Phillip Konig
Parents' Association President: Joan Louie
SLT Chairperson: Ana Mandelbaum
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

District: 22 Superintendent: Julianna Bove
Superintendent's Office Address: 5619 Flatlands Ave, Brooklyn, NY 11234
Superintendent's Email Address: JBove@schools.nyc.gov
Phone Number: 718-968-6115 Fax: _____

Borough Field Support Center (BFSC)

BFSC: 22 Director: Cheryl Watson-Harris
Director's Office Address: 415 89th Street Brooklyn, NY 11209
Director's Email Address: cwatson21@schools.nyc.gov
Phone Number: 718-759-4862 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) |
|------------------|---|-------------------------|
| Kelly L. McCann | *Principal or Designee | |
| Toby Mehl | *UFT Chapter Leader or Designee | |
| Joan Louie | *PA/PTA President or Designated Co-President | |
| Jennifer Bennett | 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 | |
| Ana Mandelbaum | Member/ Elected UFT | |
| Christina Abbate | Member/ Elected UFT | |
| Raquel Santarpia | Member/ Elected UFT | |
| Mary Grande | Member/ Elected UFT | |
| Agnes Shapiro | Member/ Elected UFT | |
| | Member/ Elected UFT | |

| Name | Position and Constituent Group Represented | Signature (Blue Ink) |
|------------------|--|-------------------------|
| Olga Obertos | Member/ Elected Parent | |
| Ruba Rubah | Member/ Elected Parent | |
| Ilke Aydin | Member/ Elected Parent | |
| Sarah Miller | Member/ Elected Parent | |
| Maysara Muratova | Member/ Elected Parent | |
| Lisa Menou | Member/Elected Parent | |

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

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

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

At P.S.255, the administration, faculty, staff, parents and community are dedicated to pursuing the highest intellectual, physical, emotional and social standards for every child at our school. We believe firmly in our core values and recite them each morning. " Here at P.S. 255, we all SHINE! We are supportive ; we always help others be the best they can be. We are honest ; We always tell the truth. We are inspiring; We make others want to do the things we are able to do. We are non judgmental ; We do not judge people by the way they look, how they act, or what they say. We are efficient ; We are effective in getting things done."

We are a multi-cultural school with a diverse population. Our school is situated in the heart of Gravesend, Brooklyn and is part of District 22. 36 languages are spoken by our students. We pride ourselves on our ability to teach all students regardless of whether they are new immigrants, gifted and talented, or have special learning needs. Everyone is made to feel at home at P.S. 255 and are respected and valued for their similarities as well as their differences.

At P.S. 255, we employ an excellent staff of teachers, paraprofessionals, and support staff who are dedicated to our children's educational success and who are highly qualified in their areas. For example a computer specialist, two art instructors, dance and a musician are cluster teachers who work with the students throughout the week in addition to licensed teachers.

P.S.255 has partnered with National Dance Institute and through in-school partnerships, workshops, and public performances, NDI uses dance as a catalyst to engage children and motivate them towards excellence. Partnerships with Puppetry in Practice, Education in Dance, American Ballroom Theatre, Puppetworks, YogiBeans, and Wildlife Theatre have proved to be valuable experiences for our students. In addition, connections with world class museums such as the Brooklyn Museum of Art, Queens Museum of Art, Guggenheim Museum, The Museum of Modern Art, and The Museum of Jewish Heritage opened their doors to the students. P.S. 255 is working closely with various groups to build capacity amongst our school community. Generation Ready worked in a collaborative manner to empower all teachers and leaders giving them the capacity to take control of their own professional learning. Metamorphosis is currently working with groups of teachers to design, implement, and reflect on rigorous, differentiated, and standards-based lessons that promote student learning through improved instruction in the area of mathematics.

Our school community includes a large population of English Language Learners (ELLs) and Students with Disabilities (SWDs). About 17% of our students are identified as Students with Disabilities and 17.5% are English Language Learners. Our students speak an amazing 36 languages!

22K255 School Information Sheet

| School Configuration (2014-15) | | | | |
|---|----------------------|---|-----|---|
| Grade Configuration | PK,0K,01,02,03,04,05 | Total Enrollment | 923 | SIG Recipient |
| | | | | N/A |
| Types and Number of English Language Learner Classes (2014-15) | | | | |
| # Transitional Bilingual | N/A | # Dual Language | N/A | # Self-Contained English as a Second Language |
| | | | | N/A |
| Types and Number of Special Education Classes (2014-15) | | | | |
| # Special Classes | N/A | # SETSS | N/A | # Integrated Collaborative Teaching |
| | | | | N/A |
| Types and Number of Special Classes (2014-15) | | | | |
| # Visual Arts | N/A | # Music | N/A | # Drama |
| # Foreign Language | N/A | # Dance | N/A | # CTE |
| | | | | N/A |
| | | | | N/A |
| School Composition (2013-14) | | | | |
| % Title I Population | 69.1% | % Attendance Rate | | 95.3% |
| % Free Lunch | 69.2% | % Reduced Lunch | | 8.6% |
| % Limited English Proficient | 15.4% | % Students with Disabilities | | 19.5% |
| Racial/Ethnic Origin (2013-14) | | | | |
| % American Indian or Alaska Native | 0.6% | % Black or African American | | 2.8% |
| % Hispanic or Latino | 12.6% | % Asian or Native Hawaiian/Pacific Islander | | 25.5% |
| % White | 57.7% | % Multi-Racial | | 0.8% |
| Personnel (2014-15) | | | | |
| Years Principal Assigned to School (2014-15) | 1.16 | # 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) | | 3.5% |
| % Teaching with Fewer Than 3 Years of Experience (2013-14) | 0.2% | Average Teacher Absences (2013-14) | | 8.49 |
| Student Performance for Elementary and Middle Schools (2013-14) | | | | |
| ELA Performance at levels 3 & 4 | 46.5% | Mathematics Performance at levels 3 & 4 | | 65.4% |
| Science Performance at levels 3 & 4 (4th Grade) | 93.6% | Science Performance at levels 3 & 4 (8th Grade) | | N/A |
| Student Performance for High Schools (2012-13) | | | | |
| ELA Performance at levels 3 & 4 | N/A | Mathematics Performance at levels 3 & 4 | | N/A |
| Credit Accumulation High Schools Only (2013-14) | | | | |
| % of 1st year students who earned 10+ credits | N/A | % of 2nd year students who earned 10+ credits | | N/A |
| % of 3rd year students who earned 10+ credits | N/A | 4 Year Graduation Rate | | N/A |
| 6 Year Graduation Rate | N/A | | | |
| Overall NYSED Accountability Status (2014-15) | | | | |
| Reward | X | Recognition | | |
| In Good Standing | | Local Assistance Plan | | |
| Focus District | X | Focus School Identified by a Focus District | | |
| Priority School | | | | |
| Accountability Status – Elementary and Middle Schools | | | | |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A |
| Hispanic or Latino | YES | Asian or Native Hawaiian/Other Pacific Islander | | YES |
| White | YES | Multi-Racial | | N/A |
| Students with Disabilities | YES | Limited English Proficient | | YES |
| Economically Disadvantaged | YES | | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A |
| Hispanic or Latino | YES | Asian or Native Hawaiian/Other Pacific Islander | | YES |
| White | YES | Multi-Racial | | N/A |
| Students with Disabilities | YES | Limited English Proficient | | YES |
| Economically Disadvantaged | YES | | | |
| Met Adequate Yearly Progress (AYP) in Science (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | YES |
| White | YES | Multi-Racial | | YES |
| 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.
- End of Year 2014-2015 1st Grade F & P data shows that 67% of students are at or above grade level.
 - End of Year 2014-2015 MOSL selection data from 1st grade indicated a need for improvement in the reading and language standards. The overall EOY score was 80%.
 - Performance on ELA tasks that show students had difficulty with complex texts as reflected in the Common Core Learning Standards.
 - Evidence gathered in administrative and Network walkthroughs identified progress in using the new CCLS aligned curriculum. Teachers need to continue to work on modifying the curriculum to meet the needs of all students and ensure cohesion amongst the classrooms. Trends in student performance show that the majority of students need more support in close reading strategies and use of academic vocabulary.
 - On the 2015 state ELA assessment, students with disabilities, received an average proficiency rating of 2.22 In grades 3-5 and ENL students received an average proficiency rating of 1.90.

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, 75% of 2nd graders will improve at least 3 reading levels based on F&P Benchmark Assessments.

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) <i>Who will be targeted?</i></p> | <p>Timeline <i>What is the start and end date?</i></p> | <p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p> |
|---|---|--|--|
| <p>Utilize a curriculum that replicates the strategies for reading complex texts in grades K-2. Curriculum will reflect age appropriate and authentic texts for students and be embedded in the Common Core Learning Standards.</p> | <p>All students, with modifications and accommodations for various subgroups.</p> | <p>Between October 2015 and June 2016, teachers will receive ongoing professional learning on using the new curriculum and close reading strategies. Between October 2015 and June 2016, teachers will meet in teacher teams to create modifications for English Language Learners (ELL), Students With Disabilities (SWD) and Enriched learners to support the needs of all students.</p> | <p>Grade 2 classroom teachers will use a Common Core aligned curriculum. Curriculum maps using the curriculum will be created by teacher teams. Student work products and assessments will be evaluated by teacher teams in both horizontal and vertical grade level teams to identify trends in academic language and create instructional plans to support student understanding.(Special Supports will be created and implemented for sub-groups such as ELL's and SWD's)</p> |
| <p>Provide multiple entry points to help all students achieve academic success. Teachers will be given continuous professional development on UDL, multiple entry points, close reading strategies and</p> | <p>All teachers.</p> | <p>Between October 2015 and June 2016, teachers will receive ongoing professional learning on</p> | <p>Instructional Coach, Vertical Planning Team, Professional Development Team and ELA Ambassador will work during common planning time to create school-wide strategies for UDL and</p> |

| | | | |
|--|---|--|---|
| <p>guided reading. Monday/Tuesday Professional Learning/Teach Time will be utilized to plan for instruction that meets the needs of all learners and continue professional learning (school based as well as non-school based) to provide teachers with effective teaching strategies.</p> | | <p>effective ELA instructional strategies.</p> <p>Collect baseline data by October 2015 and reassess student performance in February 2016 and May 2016.</p> <p>Between October 2015 and June 2016 teachers will utilize protocols for inter-visitations to monitor student growth in ELA and support best practices.</p> | <p>multiple entry points to turnkey to all staff. The team will meet to establish instructional needs based on classroom observations to ensure accessibility for all students and effective teaching strategies.</p> |
| <p>Regularly scheduled SLT, Annual Title 1 Parent Meeting, PA allows for parents to play and active role in the school community and be part of the decision making process. This allows parents to be stakeholders in their students' progress to improve performance on ELA assessments. Curriculum Conferences and Parent Teacher Conferences will provide opportunities for teachers and parents to collaborate and meet the needs of individual students. Parent Workshops on Common Core Learning Standards and Math/ ELA shifts that will enable parents to become familiar with expectations for their children. Parent workshops hosted by ENL teachers will offer strategies to support students who are ELL'S. Weekly sessions for parent outreach enables parents to play and active role in their child(ren)'s education.</p> | <p>Parents and guardians of students.</p> | <p>Between October 2015 and June 2016.</p> | <p>Administration, Instructional Coach, Parent Coordinator, ENL Teachers.</p> |

Part 4 – Budget and Resource Alignment

| |
|---|
| <p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> |
| <ul style="list-style-type: none"> • Professional Learning periods built in to the daily schedule which are comprised of flexible teacher teams 4x per week x9 months for 50 minute sessions. • Utilizing Monday/Tuesday Professional Learning/Teacher Team Time to plan for instruction that meets the needs of all learners. Monday sessions are 80 minutes for 10 months. Tuesday sessions are 40 minutes for 10 months. |

- Hiring of substitute teachers at the Per Diem rate to ensure full day professional learning with Generation Ready.
- Coverage of teachers will be provided within the school to support inter-visitation and debrief sessions.
- AIS reading teacher to work with lowest performing students in 2nd Grade.
- Parent workshops hosted by the parent coordinator, with support from Learning Leaders, Instructional Coach and ENL teachers.
- Hiring teachers to teach ELL Students during after-school.
- Per Session posting to create unit plans.

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

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

Part 5 – Progress Monitoring

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

- Students’ ELA performance task data will be analyzed in grade level teams at the end of every unit.
- New York City baseline and summative MOSL performance assessment data will be analyzed in horizontal and vertical teacher teams.
- Midterm data will be analyzed by February 2016 to assess reading comprehension progress.
- Fountas and Pinnell Benchmark reading assessments given in October, February and May will be analyzed. The lowest performing third will be given AIS.
- Horizontal and vertical teacher teams will analyze student work samples and formative/summative assessment data on an ongoing basis.

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

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

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
 - Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.
- According to the New York State Mathematics Exam, 9.5% of current 4th grade students scored level 1, 33.8% of students scored a level 2, 28.4% of students scored a level 3 and 28.4% of the students scored a level 4 in Grade 4.
 - Observation data collected during classroom observations and network walkthroughs, identified continued progress in providing effective strategies for problem solving.

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 May 2016, our lowest 1/3 4th graders in math, according to the Go Math BOY Assessments will increase in Student Performance by 20% as evidenced by the Go Math EOY Assessment.

Part 3 – Action Plan

| <p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. | <p>Target Group(s) <i>Who will be targeted?</i></p> | <p>Timeline <i>What is the start and end date?</i></p> | <p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p> |
|---|--|--|--|
| <p>Schedule shared planning time for teacher teams to provide peer-to-peer support as teachers implement instruction aligned to the Common Core Learning Standards. This includes inter-visitation and modeling from coaches.</p> | <p>All students and teachers.</p> | <p>Collect baseline data in September 2015 and reassess student performance in January 2016 and June 2016.</p> | <p>All teachers in grades 3-5 will use Go Math!, a common core aligned program, and be given professional learning in using the program. Teachers will have opportunities to assess student progress in teacher teams. Teachers will work together to meet grade specific standards in Mathematics in the collection of baseline data, mid chapter checkpoints and end of chapter assessments and performance tasks. Ongoing professional learning in house and from Metamorphosis will provide opportunities for professional growth and learning best practices.</p> |
| <p>Utilize the Framework for teaching to identify and replicate highly effective teaching practices and utilize the data collected from the needs analysis survey and personal professional goals to plan professional development.</p> | <p>All teachers.</p> | <p>Beginning in September 2015 teachers will receive ongoing professional learning on academic language and Common Core Learning Standard Shifts in Mathematics.</p> | <p>Support teachers in grades 3-5 in using effective instructional strategies to facilitate a variety of lessons that support Common Core Curriculum through Professional Development opportunities.</p> |
| <p>Schedule professional learning from educational consultants to model effective teaching strategies that</p> | <p>All teachers.</p> | <p>Between October 2015 and June 2016, teachers will receive ongoing professional learning on</p> | <p>Metamorphosis, a professional development company for mathematics will be hired and utilized to ensure lessons are grounded in the common Core and</p> |

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| support instruction that is Common Core aligned. | | implementing the CCLS and Data Driven Instruction. | teachers are supported with implementation of the standards within Go Math. |
| Special education liaison, ENL teachers, and service providers will provide professional development to representatives from each grade level to turnkey information that supports SWD's and ELL's. | All teachers. | Between October 2015 and June 2016, Students' Math performance task data will be analyzed in grade level teams at the end of every unit. | Special Supports will be created and implemented for sub-groups such as ELL's and SWD's based on analysis of data. |

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"> • Utilize the Go Math! Program with students to ensure the math curriculum is aligned to the Common Core Learning Standards. • Provide professional development focusing on the components of the Go Math! Program available to support the teachers and students in the instruction and learning of mathematics. • Professional Development periods built in to the daily schedule. • Utilizing Monday/Tuesday Professional Learning/Teacher Team Time to plan for instruction that meets the needs of all learners. • Hiring of substitute teachers to ensure full day professional development with Metamorphosis. | | | | | | | | | | |
| Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal. | | | | | | | | | | |
| X | Tax Levy | X | Title I SWP | | Title I TA | | Title II, Part A | | Title III, Part A | Title III, Immigrant |
| | C4E | | 21 st Century Grant | | SIG/SIF | | PTA Funded | | In Kind | Other |

Part 5 – Progress Monitoring

| | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|
| Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. | | | | | | | | | | |
| <ul style="list-style-type: none"> • Item Analysis data from each chapter test will be collected and analyzed in grade level teams both horizontally and vertically to identify trends and create instructional plans. • Utilize the Framework for teaching to identify and replicate highly effective teaching practices and utilize the data collected from the needs analysis survey and personal professional goals to plan professional development. • Debrief sessions will be held to ensure implementation is effective. • Subgroups such as ELL's and SWD's will be supported by their service providers to ensure their needs are met as well. • Student work products and assessments will be evaluated in both horizontal and vertical teacher teams to identify that the norms created for grading procedures are utilized consistently. | | | | | | | | | | |

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.
-
- 31.5% of 3rd graders received a Level 1 on the State ELA test in 2015. 30.8% received a level 2. 26.7% a level 3 and 11% received a level 4.
 - Beginning of year benchmark writing assessment and analysis in teacher teams indicated a need for improvements in providing evidence in argument and academic vocabulary.
 - Text complexity needs as reflected in the Common Core Learning Standards and observed as a need during formal classroom observations.
 - Evidence gathered in administrative/network walkthroughs and state test data, identified academic language and providing CCLS aligned texts as an area in need of improvement.
 - Trends in student performance show that the majority of students need work in the use of academic language when using vocabulary.

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, our lowest 1/3 performing 3rd graders in the area of reading will increase at least three reading levels as evidenced by the Fountas and Pinnell Benchmark Assessments.

Part 3 – Action Plan

| <p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. | <p>Target Group(s) Who will be targeted?</p> | <p>Timeline What is the start and end date?</p> | <p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p> |
|--|--|---|---|
| <p>Targeted instruction for 3rd grade and professional development for 3rd grade teachers to improve academic vocabulary, close reading strategies and guided reading.</p> | <p>Students who are in 3rd grade and 3rd grade classroom teachers.</p> | <p>Collect baseline data by October 2015 and reassess student performance in February 2016 and June 2016.</p> | <p>Grade 3 classroom teachers will use a Common Core aligned curriculum.</p> |
| <p>Utilize the Framework for teaching to identify and replicate highly effective teaching practices and utilize the data collected from observations and personal professional goals to plan professional development in ELA instruction.</p> | <p>Third grade classroom teachers.</p> | <p>Beginning in September 2015 teachers will receive ongoing professional development on academic language and Common Core Learning Standard Shifts in ELA.</p> | <p>Cross curricular units of study within the curriculum will be used by teacher teams. Student work products and assessments will be evaluated by teacher teams in both horizontal and vertical grade level teams to identify trends in academic language and create instructional plans to support student understanding. (Special Supports will be created and implemented for sub-groups such as ELL's and SWD's)</p> |
| <p>Provide on-going professional development for teachers on Common Core Learning Standards and close reading strategies.</p> | <p>Third grade classroom teachers.</p> | <p>Beginning October 2015, teachers will receive ongoing professional development on Data Driven Instruction</p> | <p>Instructional Coach, Vertical Planning Team, Professional Development Team and ELA Ambassador will work during common planning time to create school-wide strategies to turn-key to all teachers.</p> |

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| | | Item Analysis data from each chapter test will be collected and analyzed in grade level teams both horizontally and vertically to identify trends and create instructional plans. | |
| Provide professional development on tiered vocabulary to ensure teachers have knowledge and are able to incorporate tiered vocabulary into their daily instruction. | Third grade classroom teachers. | Subgroups such as ELL's and SWD's will be targeted for instruction. | Special Supports will be created and implemented for sub-groups such as ELL's and SWD's based on analysis of data. |
| Encourage teachers to play an active role in their professional growth by accommodating requests to participate in external professional development. Develop leadership capacity among staff by utilizing teacher leaders to provide professional development and support. | Third grade classroom teachers. | Data will be shared with administration for ongoing review. | Administration, Instructional Coach, Vertical Planning Team, Professional Development Team and ELA Ambassador will establish norms for grading procedures. |

Part 4 – Budget and Resource Alignment

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|--|----------|---|--------------------------------|--|------------|--|------------------|--|-------------------|----------------------|
| Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc. | | | | | | | | | | |
| <ul style="list-style-type: none"> Schedule shared planning time for teacher teams to provide peer-to-peer support as teacher implement instruction aligned to the Common Core Learning Standards. Analyze results of performance tasks and create instructional plans based on the trends. Professional Development periods built in to the daily schedule which are comprised of flexible teacher teams 4x per week x9 months for 50 minute sessions. Utilizing Monday/Tuesday Professional Learning/Teacher Team Time to plan for instruction that meets the needs of all learners. Monday sessions are 80 minutes for 10 months. Tuesday sessions are 40 minutes for 10 months. Coverage of teachers will be provided within the school to support inter-visitation and debrief sessions. AIS reading teacher to work with lowest performing students in 3rd Grade. | | | | | | | | | | |
| Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal. | | | | | | | | | | |
| X | Tax Levy | X | Title I SWP | | Title I TA | | Title II, Part A | | Title III, Part A | Title III, Immigrant |
| | C4E | | 21 st Century Grant | | SIG/SIF | | PTA Funded | | In Kind | Other |

Part 5 – Progress Monitoring

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| Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. |
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- Item Analysis data from each performance assessment will be collected and analyzed in grade level teams both horizontally and vertically to identify trends and create instructional plans.
- Utilize the Framework for teaching to identify and replicate highly effective teaching practices and utilize the data collected from the needs analysis survey and personal professional goals to plan professional development
- Schedule shared planning time for teacher teams to provide peer-to-peer support as teacher implement instruction aligned to the Common Core Learning Standards. Analyze results of performance tasks.
- Subgroups such as ELL's and SWD's will be supported by their service providers to ensure their needs are met as well.
- Student work products and assessments will be evaluate in both horizontal and vertical teacher teams to identify that the norms created for grading procedures are utilized consistently.

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

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| <ul style="list-style-type: none"> • Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data. • Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. |
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Part 2 – Annual Goal

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| <p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p> |
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Part 3 – Action Plan

| <p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. | <p>Target Group(s) <i>Who will be targeted?</i></p> | <p>Timeline <i>What is the start and end date?</i></p> | <p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p> |
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Part 4 – Budget and Resource Alignment

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

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

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

Part 5 – Progress Monitoring

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

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

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

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

Part 1 – Needs Assessment

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

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.

Part 3 – Action Plan

| <p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. | <p>Target Group(s) <i>Who will be targeted?</i></p> | <p>Timeline <i>What is the start and end date?</i></p> | <p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p> |
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Part 4 – Budget and Resource Alignment

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

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

| | Tax Levy | | Title I SWP | | Title I TA | | Title II, Part A | | Title III, Part A | | Title III, Immigrant |
|--|----------|--|--------------------------------|--|------------|--|------------------|--|-------------------|--|----------------------|
| | C4E | | 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.

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

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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) | Fountas and Pinnell BOY, MOY and EOY data, State assessment data, various forms of formative and summative assessment data. | Comprehension, Fluency, critical thinking, test taking skills, providing evidence in argument when expressing points of view | Small group, one-to-one and push-in | During the school day and after school |
| Mathematics | Baseline BOY, MOY and EOY assessment data, State assessment data, various forms of formative and summative assessment data. | Solving word problems, multi-step problems, explanation of thinking, justification of answers | Small group, one-to-one and push-in | During the school day and after school |
| Science | State assessment data, formative and summative classroom assessment data. | Performance-conducting experiments Hypothesis-conclusion | Small group work | After school hours |
| Social Studies | Various formative and summative assessment data. | Integrated in ELA instruction | Small group and one-to-one | During the school day |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | Classroom observations, parent communication | Crisis intervention counseling | Small group and one-to-one | During the school day |

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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| Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified. |
| <ul style="list-style-type: none"> • In order to attract highly qualified teachers, student teachers and student observers are welcomed and trained in our school. • To retain our highly qualified teachers we provide ongoing professional development, both in house as well as out. • Various opportunities to turnkey and engage in inter-visitation with coach, and in order to expand teacher's capacity and meet their individual needs. • In order to nurture highly qualified teachers time will be allotted for collaboration in an effort to foster a professional learning community. Teacher teams are created by grade, subject and subgroup. |

2b. High Quality and Ongoing Professional Development

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|---|
| Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS). |
| <ul style="list-style-type: none"> • Professional Development Team: Identify instructional areas of need and target professional development to support instruction • Professional development time integrated throughout daily schedules to support teachers • Outside staff development, including but not limited to, Generation Ready • Created Teachps255.com: On-line resource library to support teachers with instructional needs • Teachers attending professional development are responsible for turn-keying the presented information to teachers. • Vertical and Team Meetings: Ensure alignment of instructional targets across all grade levels • Professional Development offered by outside companies such as Metamorphosis. • Extended an Instructional Coach position to ensure that we are providing a rigorous education aligned to the Common Core. |

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

- Pre-K teachers attend PD sessions addressing Common Core Learning Standards and Shifts in ELA and Math.
- Pre-K grade leaders attend vertical team meeting.
- Pre-K teachers engage in curriculum planning to ensure skills and strategies required in Kindergarten are scaffolded properly.

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.

Vertical Team, Inquiry Team, and Professional Development Team are included in all decision making for assessments. PD Team creates a PD plan focusing on Data Driven Instruction to ensure teachers are utilizing assessment data to target student needs.

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

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

| Program Name | | Funding Amount | Place an (X) in <u>Column A</u> below to verify that the school has met the intent and |
|--------------|--|---------------------|--|
| | | Indicate the amount | |

| | Fund Source (i.e. Federal, State or Local) | contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts) | 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 | 583,843.00 | X | 5A,5B,5C |
| Title II, Part A | Federal | 111,813.00 | | |
| Title III, Part A | Federal | 18,392.00 | | |
| Title III, Immigrant | Federal | 0 | X | 5A |
| Tax Levy (FSF) | Local | 4,440,508.00 | X | 5A, 5B, 5C |

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.

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 our school. Therefore, our 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 our school and the families. Our 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 our school community. Our 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 our school community;

Our 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. Our 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 our 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, our 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 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 schools 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 our 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 our school and will work to ensure that our 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, Progress 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;

Our 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;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

School-Parent Compact (SPC) Template

PS 255 , in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;

- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

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

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

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

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

| Part A: School Information | |
|--|--------------------|
| Name of School: <u>P.S.255 Barbara Reing School</u> | DBN: <u>22K255</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>151</u> |
| Grades to be served by this program (check all that apply): |
| <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 |
| Total # of teachers in this program: <u>13</u> |
| # of certified ESL/Bilingual teachers: <u>2</u> |
| # of content area teachers: <u>11</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: _

Funding by Title III helps provide intensive small group ESL/content area instructional programs, on-going professional development for teachers and programs that promote strong parental involvement. In order to focus on specific needs of our significant ELL population, Title III funding supplements afterschool programs that have been designed for ELLs in grades K-5. It is supported by CR PART 154 with supplementary services to the new ELLs and at-risk ELLs. The program will consist of after school academic intervention in Math, Reading, Science, ESL, and Test-Taking Skills all in alignment with CCLS. 11 Licensed content area teachers coupled with licensed ESL teachers will teach all 151 ELLs. The topics/content areas covered during the Title III Plan include math, reading, and science. There are 151 ELLs in the program for the year. The program is broken up in the following way to ensure that we meet the needs of all the students: Math and Reading, Science, and Test Taking Skills in alignment with CCLS programs. Math and Reading afterschool runs on Wednesdays and Thursdays for two hours from 2:35 to 4:45 p.m. This program will be held for a total of 33 sessions. There will be one grade 3 class and one grade 4/5 bridge class. Two Common Branch teachers and one ESL teacher (Teacher A) will support these students. The ESL teacher will rotate between both classes for 45 minutes. Grades K, 1, and 2 will have 6 classes, for 11 sessions, to be supported as follows:

6 Common Branch teachers: 2 Kindergarten, 2 Grade 1, and 2 Grade 2.

ESL Teacher A will support K with 45 minutes. He/She will bring 2 K classes together for instruction. Teacher A will support Grade 1 with 45 minutes. He/She will bring 2 Grade 1 classes together for instruction. Teacher A will support Grade 2 with 45 minutes of instruction. He/She will bring 2 Grade 2 classes together for instruction.

ESL Teacher B will rotate between Grades 3, 4, and 5 for 45 minutes each. ESL Teacher B will support Grade 3 with 45 minutes. He/She will bring 2 grade 3 classes together for instruction. Teacher B will support Grade 4 with 45 minutes. He/She will bring 2 Grade 4 classes together for instruction. Teacher B will support Grade 5 with 45 minutes. He/She will bring 2 Grade 5 classes for instruction.

There will be 11 sessions for K, 1st, and 2nd grades. All ELL students receive instruction from ESL teachers using ESL methodology. We will begin NYSESLAT Test Taking Skills in alignment with CCLS and will be implementing a push-in program where our ESL teachers will be free to provide ESL instruction on each grade for 45 minutes, all ELLs will be invited to participate. Parents are notified about this program by letters that are written in English. Translations are available in parents' home languages.

Our school ensures that our ELL students reach their maximum potential in English language acquisition. Currently, out of 151 ELLs, 70 are at the beginning level, 30 are intermediate and 51 are advanced.

The classes will be taught in English with support for the students' native language provided by bilingual dictionaries, books, and online resources.

The classes will be conducted by ESL pedagogues and licensed teachers using ESL methodology. ESL strategies are implemented in the Title III Program in order to meet the needs of our ELLs. The methods of instruction used by teachers include the sheltered approach, scaffolding, modeling, TPR (Total Physical Response), the Natural Approach, and the Holistic Experience Approach. These are instructional models developed to meet the academic needs of ESL students in the content areas and assist ELLs in acquiring grade-appropriate language skills necessary for academic success.

The following materials will be used to support ELLs during the after-school academic programs:

- New York Progress, by Sadlier (purchased with TLFSF);

Part B: Direct Instruction Supplemental Program Information

- Getting Ready for the NYSESLAT, test prep books by Attanasio & Associates, Inc. – NYSESLAT Test Prep Grades K-5 (purchased with TITLE III funds);
- Bilingual Dictionaries by Hippocrene Books, Inc. – to be used by students during all after-school programs as needed (purchased with TLFSF);
- ELL K-5 Classroom Library - to be used by students during all after-school programs as needed (purchased with TLFSF).

As a conceptually consolidated school, other funding sources will be combined with Title III funds to cover our after-school Title III Program.

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: _

Professional development is an important key to the success of our academic program. To address this need our school offers a comprehensive PD schedule in ESL methodology for all teachers. Teachers participate in monthly staff development activities, grade conferences and faculty meetings designed to improve their delivery of instruction.

Our school also provides PD to the fifth grade teachers in making sure that their students, especially the ELLs, understand the different types of routines and environments they will be exposed to in the middle school as compared to elementary school. The fifth grade teachers understand that the students need to be taught the academic vocabulary they may encounter in the middle school, as well as necessary life skills. At the PD, teachers are provided with suggestions and recommendations on how to assist ELLs as they transition from elementary to middle school. Assistance is also given to fifth grade teachers in completing middle school applications. The school guidance counselor, the parent coordinator, and ESL teachers help the teachers ensure that the parents understand the application process and their options. Certified ESL teachers will conduct 7 ½ hours (general education) and 10 hours (special education) of state-mandated ESL staff development for the school faculty.

ESL materials and resources are provided to those classroom teachers who have ELLs. All teachers also have the opportunity to attend offsite ongoing workshops and sessions facilitated by the Department of English Language Learners which are advertised weekly in the ESL Opportunity newsletter, as well as workshops offered by the ELL support at our Network.

A weekly book study is facilitated for all teachers on a variety of topics. Best practices in the instruction of ELL students are offered as an option for classroom teachers. Certified ELL teachers in the school will facilitate book clubs for classroom teachers in instructing ELL students. This study will help teachers improve their understanding and best practices for our ELLs.

The PD sessions will cover but are not limited to the following list of topics:

- ELL Support - October, 2014
- Teaching Reading and Writing using ESL Methodologies – November, 2014
- Using Classroom Glossaries and Dictionaries – December, 2014
- Differentiating Instruction for ELLs – January, 2015
- Scaffolding Language and Learning – February, 2015
- Content Area Instruction and Assessment for ELLs – March, 2015
- Test-Taking Strategies - April, 2015

These sessions will be held during the first school period which has been reserved for school-wide professional development. Additional sessions will be held at various times in accordance with teachers'

Part C: Professional Development

schedules. Agendas and attendance records are kept on file with the school's staff developer, as well as with the ESL teachers. These are maintained as evidence of meeting the requirements. During our Professional Development sessions, trends are identified and discussed in teacher teams, both horizontally (on the same grade level) and vertically (across the grades) which provides our staff with the support needed to assist ELLs as they transition from one school level to another. Teachers are provided with a form to identify student weaknesses and strengths and to share best practices which will foment student improvement. Our School Secretaries receive Professional Development on Election Day. Our school Parent Coordinator attends an ELL Professional Development that is provided by the Department of Education on an annual basis. Teachers attend in-house PDs as well as PDs conducted by the DOE.

Part D: Parental Engagement Activities

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

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

Begin description here: _

Our parent coordinator, in collaboration with ESL teachers, stress the importance of parent involvement and provide all available resources on how parents can help their children achieve both academic success and improve language proficiency in English. It is also important that parents understand the mandates regarding instruction, testing and materials that affect our ELL population. Parents receive information about on-line homework resources, homework help line "Dial-A-Teacher" available in many languages, as well as assistance at our local library. Other services provided to ELL parents include translations and interpretations at all Parent Association meetings and workshops by parents and staff members. All parent meetings' expenses are paid with TLFSF funds.

Our school partners with Community Based Organizations. The parent coordinator ensures that our ELL parents receive timely notifications about free ESL classes given at libraries and other schools in the district. Learning Leader workshops, where materials and translations are available in other languages, are provided to volunteer parents who wish to assist ELL students in our school.

An annual survey is sent to all parents in our school to determine areas of concern. A series of ESL content area workshops, specifically designed for parents of ELLs, are conducted to better inform them about content area curricula and the exams their children must take. Workshops also focus on educating the parents about school policies, as well as school "survival skills".

-
2014-2015 Parent Workshop Schedule:

| Topic | Date | Time | P/D provider |
|---|-----------------|--------------------|---|
| <u>School survival skills:Strategies for Navigating School Structures.</u> | <u>10/15/14</u> | <u>8:30 - 9:45</u> | <u>2 ESL teachers and parent coordinator</u> |
| <u>Reading and Literacy Connection: Strategies for success on the NYSESLAT and ELA tests.</u> | <u>11/19/14</u> | <u>8:30 – 9:45</u> | <u>2 ESL teachers and the parent coordinator</u> |
| <u>Math: Using manipulatives/concrete examples to solve word problems.</u> | <u>1/21/15</u> | <u>8:30 – 9:45</u> | <u>2 ESL teachers, and the parent coordinator</u> |
| <u>Arts and Writing: Ideas for enhancing artistic abilities in children.</u> | <u>2/25/15</u> | <u>8:30 – 9:45</u> | <u>2 ESL teachers, and the parent coordinator</u> |
| <u>Test Prep: What to expect and how parents can support student success on tests.</u> | <u>3/25/15</u> | <u>8:30 – 9:45</u> | <u>2 ESL teachers and the parent coordinator</u> |

Our parent coordinator also ensures that New York City Department of Education brochures addressing

Part D: Parental Engagement Activities

parental rights, as well as other resources, are available to parents. Translation and/or interpretation of all school correspondence is also made available. Our Parent Coordinator strives to make our ELL parents feel comfortable in coming to her for assistance in navigating the New York City public school system.

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 22 | Borough Brooklyn | School Number 255 |
| School Name Barbara Reing | | |

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 Kelly McCann | Assistant Principal Susan Ehrlich and Iris Nikas |
| Coach Ana Mandelbaum | Coach type here |
| ENL (English as a New Language)/Bilingual Teacher Donna Jacobs, Naira Vaganyan | School Counselor type here |
| Teacher/Subject Area Cara Prager (IEP/SETSS) | Parent Joan Louie, PA Co-President |
| Teacher/Subject Area type here | Parent Coordinator Beth Rocco |
| Related-Service Provider type here | Borough Field Support Center Staff Member type here |
| Superintendent type here | Other (Name and Title) Kimberly Vallejo, Test. Coord. |

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

D. Student Demographics

| | | | | | |
|--|-----|----------------------|-----|---|-------|
| Total number of students in school (excluding pre-K) | 856 | Total number of ELLs | 158 | ELLs as share of total student population (%) | 0.00% |
|--|-----|----------------------|-----|---|-------|

Part II: ELL Demographics

A. ELL Programs

| | | | | | | |
|---|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| This school serves the following grades (includes ELLs and non-ELLs) Check all that apply | 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 type="checkbox"/> | 7 <input type="checkbox"/> | 8 <input type="checkbox"/> | 9 <input type="checkbox"/> | 10 <input type="checkbox"/> | 11 <input type="checkbox"/> |

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|-----|---|-----|---|----|
| All ELLs | 158 | Newcomers (ELLs receiving service 0-3 years) | 150 | ELL Students with Disabilities | 25 |
| SIFE | 0 | Developing ELLs (ELLs receiving service 4-6 years) | 8 | Long-Term (ELLs receiving service 7 or more years) | 0 |

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

| | ELLs by Subgroups | | | | | | | | | Total |
|--------------|---|------|-----|---|------|-----|--|------|-----|-------|
| | Newcomer ELLs (0-3 years of service) | | | Developing ELLs (4-6 years of service) | | | Long-Term ELLs (receiving 7 or more years of service) | | | |
| | All | SIFE | SWD | All | SIFE | SWD | All | SIFE | SWD | |
| TBE | | | | | | | | | | 0 |
| DL | | | | | | | | | | 0 |
| ENL | 150 | | 18 | 8 | | 7 | 0 | | 0 | 0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Number of ELLs who have an alternate placement paraprofessional: 11

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

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

| Freestanding English as a New Language | | | | | | | | | | | | | | |
|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | | | | | |
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Spanish | 3 | 0 | 2 | 0 | 0 | 3 | | | | | | | | 0 |
| Chinese | 1 | 3 | 0 | 0 | 3 | 0 | | | | | | | | 0 |
| Russian | 20 | 8 | 8 | 12 | 7 | 8 | | | | | | | | 0 |
| Bengali | 0 | 0 | 0 | 1 | 0 | 0 | | | | | | | | 0 |
| Urdu | 2 | 0 | 5 | 2 | 1 | 2 | | | | | | | | 0 |
| Arabic | 1 | 1 | 2 | 0 | 0 | 3 | | | | | | | | 0 |
| Haitian | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| French | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| Korean | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| Punjabi | 1 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| Polish | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| Albanian | 0 | 0 | 1 | 0 | 0 | 1 | | | | | | | | 0 |
| Other | 16 | 12 | 9 | 7 | 8 | 5 | | | | | | | | 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) | 35 | 13 | 5 | 6 | 3 | 4 | | | | | | | | 0 |
| Emerging (Low Intermediate) | 10 | 3 | 1 | 1 | 4 | 2 | | | | | | | | 0 |
| Transitioning (High Intermediate) | 7 | 1 | 10 | 2 | 1 | 0 | | | | | | | | 0 |
| Expanding (Advanced) | 15 | 11 | 5 | 10 | 6 | 3 | | | | | | | | 0 |
| Commanding (Proficient) | 22 | 26 | 12 | 13 | 10 | 9 | | | | | | | | 0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

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

| NYS ELA | | | | | |
|---------|---------|---------|---------|---------|-------|
| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3 | | | | | 0 |
| 4 | 9 | 0 | 0 | 0 | 0 |
| 5 | 4 | 0 | 0 | 0 | 0 |
| 6 | | | | | 0 |
| 7 | | | | | 0 |
| 8 | | | | | 0 |
| NYSAA | | | | | 0 |

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

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

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

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

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

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

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

Our school uses a variety of tools to assess the early literacy skills of our ELLs. These include using data from the NYSITELL, NYSESLAT, and Fountas and Pinnell. Fountas and Pinnel scores provide teachers with a student's independent reading and instructional levels. These are used to differentiate instruction and provide on-level texts for each student. Students are tested three times a year and their data is collected by administration. Students can be tested even more frequently if a teacher feels that it is necessary. Students who receive reading AIS are assessed even more frequently, as they are seen in 6 week cycles. The ELL's in our school fall into a wide range of literacy levels, as follows:

 - In Kindergarten - zero to H
 - In 1st Grade- A to K
 - In 2nd Grade- D to N
 - In 3rd Grade- C to R
 - In 4th Grade- H to R
 - In 5th Grade- C to R

Teacher-generated assessments are used regularly in all subjects and are aligned with the Common Core Standards. This data also assists teachers with student group placement. It provides an understanding of individual students' needs, their levels of proficiency, and their strengths and weaknesses. This data supports the generation of our school's instructional plan by identifying at-risk students early and providing scaffolding and support which address students' needs. This includes flexible grouping, AIS instruction, RtI intervention, and extra curricular programs which help anchor classroom instruction.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

The data patterns across proficiency levels reveal that students first become proficient in Listening and Speaking while Reading and Writing are acquired at a later and slower rate. Students in the early years, Kindergarten, First, Second, become proficient quickly in Listening and Speaking. Proficiency in Reading and Writing corresponds to age and grade levels. In the upper grades, Third, Fourth, Fifth, proficiency is determined by prior educational experience and the level of literacy in the native language.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Recognizing patterns across NYSESLAT modalities helps our school drive instruction through the intervention of leveled readers, ENL texts, and ENL teaching strategies, such as the use of realia in the classroom, that address our students' needs. The AMAO tool is used to identify and target possible at-risk ELL students. This data enables teachers to develop an instructional plan, early on, that provides increased scaffolding to help augment the targeted students' English language proficiency. Performance indicator that currently assists us with ELL data is the AMAO tool. This combines information from NYSITELL, NYSESLAT, ELA and Math state tests. It also includes biographical information on students and whether they are at risk. AMAO 1 tool measures annual increases in the percentage of LEP/ELLs making progress in learning English. AMAO 2 tool measures annual increases in the percentage of LEP/ELLs attaining English language proficiency. AMAO 3 measures Adequate Yearly Progress (AYP) for LEP/ELL subgroup in meeting grade-level academic achievement standards in English Language Arts (ELA) and mathematics.

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. Beginning in the 2015-16 school year, there are multiple ways for students to test proficient and no longer be considered ELLs:

1. Score at "proficient/commanding" level on the NYSESLAT.
2. Score at "advanced/expanding" level on the NYSESLAT AND level 3 or 4 on the grades 3 to 8 NYS ELA exams
3. Score at "advanced/expanding" level on the NYSESLAT AND 65 or above on the NYS ELA Regents exam.

In our school, we use the NYSESLAT and the ELA assessments to determine student proficiency levels. The NYSESLAT is used at the end of the school year to measure adequate progress in English language acquisition. Our school analyses test results in all four modalities and uses this information for planning and scheduling.

Data shows that students in lower grades have greater numbers entering at a beginning level with fewer students scoring at an intermediate or advanced level. As the grade levels increase, students acquire greater proficiency. Thus, numbers of students at a beginning level decrease, consisting mostly of newcomers. Data shows that, beginning in the third grade, students struggle more with gaining proficiency in Reading and Writing. Data patterns show that most ENL students have learned to decode by second grade but are unable to achieve proficiency due to lack of vocabulary. Teachers working with ENL students emphasize academic vocabulary in addition to test taking skills. Instructional decisions incorporate the use of non-fictional materials as well as culturally significant literature to increase vocabulary and background knowledge. Instruction addressing the multiple intelligences by use of audio, tactile and visual aids is also implemented.

The analysis of the NYS ELA results of our ENL students shows that most ELLs still require additional support services from the ENL program. Most of the students scored on levels 1 and 2. Developing Reading and Writing skills will be our on-going focus.

The analysis of the NYS Math test results reveal that while mastering computation skills, ELLs struggle to extract the appropriate information needed to solve word problems. Teachers focus on building ELLs' math vocabulary and connecting math with other content areas.

Science is a hands-on study. As such, the majority of the ELLs taking the Science Test scored on levels 3 and 4. Teachers will continue to develop science vocabulary and critical thinking skills using this ENL "hands-on" methodology.

All tests are given in the English language. However, the ELLs are permitted to use bilingual word-to-word dictionaries except for ELA and NYSESLAT. Oral and written translations in the ELL's native languages are provided to ensure an accurate measurement of students' knowledge in core subjects. This includes Math, Science, and Social Studies tests. ELLs provided with these translations are more confident and fare better on state tests. Data also shows that ELLs who attended school in their native countries and are literate in their native language fared better on tests given in that language than on tests given in English.

In addition to individual assessment review, teachers meet in grade teams to assess student data and determine best practices for academic achievement for all students.

b. Our school administers MOSL (Measurement of Student Learning) test to all of our students in grades K-3. It is given twice a year, in the fall and in the spring. Our school uses the results to track students' progress, analyze trends, and drive rigorous instruction. Trends are identified and discussed in teacher teams, both horizontally (on the same grade level) and vertically (across the grades). Classroom instruction and small group instruction are modified to address areas of concern. ENL teachers provide Professional Developments to classroom teachers to give additional scaffolding techniques to enhance their teaching skills.

c. From the results of the tests, the school is learning that ELLs in the upper grades require varied instructional strategies in reading comprehension and grammar. New ELLs are encouraged to express themselves in their native language, orally and in written form, in order to increase their participation in literary activities. This augments their self-esteem and validates them as contributing members of the academic community.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5).

[Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs.](#)]

Students are selected from a list of those who scored below specified levels of performance on the annual English language proficiency assessment. Our school then implements one-on-one and small group instruction to reach these at-risk students. In addition to collaboration with the classroom teacher, frequent assessments, aligned with the Common Core Standards, are administered to guide instruction for ELLs and ensure that the students' needs are being met. These results determine if the student needs additional support or can transition back to the core group. As emphasis is placed on vocabulary development, culturally appropriate texts are incorporated into instruction whenever possible in order to inspire and accelerate students' acquisition of necessary literary skills. ELL students are discussed bi weekly at Inquiry Team meetings. Data is obtained from classroom teachers on current levels of understanding and progress. This data is compiled from classroom tests, frequent formative assessments, teacher observation and classroom work. Data is analyzed for common trends and a language plan focused on language and literacy is then formed and implemented. Students are provided with small group instruction by the classroom teacher and/or out of classroom service providers. Frequent check-ins are performed to monitor progress by the teacher and ELL teacher and then reported back to the Inquiry team. If more support is needed then Tier 2 strategies are implemented.

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

To make sure that a child's second language development is considered in instructional decisions, the ENL classroom library includes dual language texts, stories from various cultures from around the world, bilingual dictionaries, websites, translations, glossaries. These texts are available for use by mainstream teachers. During instructional time, new students especially, are paired according to their native languages to facilitate communication and encourage writing.

7. For dual language programs, answer the following:

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

N/A

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

The success of our program for ELLs is evaluated in a variety of ways. Foremost are the results of the NYSESLAT exam and the number of students exiting the program. This is in addition to the number of ELLs moving from one proficiency level to the next. Next, are the results of state exams, such as the ELA, Math, Science, and MOSL. There are also the results from individual teacher generated assessments including informal tasks such as oral and written reports and class projects. These evaluations determine areas of weakness and help teachers tailor teaching methods and strategies to meet the needs of our students. Complying with a task, making progress in all four modalities, and finally scoring proficient on the NYSESLAT are all indicators of the success of our program.

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.

1. When a new student enters our school, the following steps are taken for the initial identification of ELLs within 10 school days (20 school days for students intering with IEPs).

Steps within the ELL Identification Process:

Step 1: Administration of the Home Language Identification Survey

The school administers the Home Language Identification Survey (HLIS) to determine the student's home language as part of general intake procedures. The home language is determined based on the combination of the interviews with the parent and student, and responses to the questions on the HLIS. As per CR Part 154, a licensed pedagogue completes the HLIS with the parent and ensures timely entry of this information into the designated ATS screens. Our licensed pedagogue is trained in cultural competency, language development, and the needs of English language learners. He/she is also proficient in the home language of the student or parent or guardian or uses a qualified interpreter/translator of the language or mode of communication the student or parent or guardian best understands. The completed HLIS forms are placed in the student's cumulative file and remain a part of the student's permanent record. If the student's home language is English, the ELL Identification Process terminates at this step; if the student's home language is not English, the ELL Identification Process continues to Step 2.

Step 2: Determination of NYSITELL Eligibility

For students whose home language is not English, the school then administers a more in-depth interview, reviews his/her school work (if available), and review the Individualized Education Program (if applicable), in order to determine NYSITELL eligibility (whether the

student should take the NYSITELL). The school determines whether the student has English oral and literacy skills sufficient for the grade into which the student is enrolling. Therefore, a trained pedagogue must do the following:

1. Interview the student in both English and the home language
2. Review student's prior school work in reading, writing, and mathematics, in both English and the home language. In the absence of sufficient school work, our school uses age-and grade-appropriate informal, culturally sensitive, school-based assessments or formal and informal screeners

A school determines eligibility to take the NYSITELL. If the student is ineligible to take the NYSITELL, the ELL Identification Process terminates at this step; if the student is eligible to take the NYSITELL, we continue to step 3.

NYSITELL eligibility for students entering school with IEPs (from within the United States) is based on the determination of the Language Proficiency Team (LPT).

Step 3: Administration of the NYSITELL

Our school prints NYSITELL answer documents using the RLBA function in ATS. After the NYSITELL exam is administered, answer documents are scanned into ATS via the attendance scanner within 10 school days of enrollment.

Within 5 school days of ELL determination, we inform parents of the results of the NYSITELL and ELL status using the NYCDOE standard parent notification letters in the parents' preferred language:

- Entitlement Letter
- Non-Entitlement Letter
- Continued Entitlement Letter

Dated and signed letters are retained in the student's cumulative folders.

Step 4: Administering the Spanish LAB

All new entrants whose HLIS responses indicate a home language of Spanish and who are newly identified as ELLs based on NYSITELL results are administered the Spanish LAB at the time of initial enrollment (or reenrollment) during the same 10-day testing window. The Spanish LAB is used to support our school in instructional planning in providing bilingual and English as a new language (ENL) services to these students. Spanish LAB results are not used to determine ELL status or service entitlement.

We print Spanish LAB answer documents using the RSLA function in ATS. After the Spanish LAB is administered, answer documents are scanned into ATS via the attendance scanner within 10 school days of enrollment.

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).

Identification of Students with Interrupted/Inconsistent Formal Education (SIFE)

Students with interrupted/inconsistent formal education (SIFE) are ELLs who have attended schools in the United States (the 50 States and the District of Columbia) for less than twelve months and who, upon initial enrollment in such schools are two or more years below grade level in literacy in their home language and/or two or more years below grade level in mathematics due to inconsistent or interrupted schooling prior to arrival in the United States.

Within 30 school days from initial enrollment we make an initial SIFE determination. Identifying SIFE status begins at the time of the completion of the Home Language Identification Survey when the parent is asked to indicate prior schooling. We follow all of the same steps as outlined in the afore mentioned questions to identify an ELL. If there are indications within the ELL Identification Process that a student has had an interruption or inconsistency in their formal schooling, we proceed as follows for

- Newly identified ELLs, and
- In grades 3 to 9, and
- At the beginner/entering or low Intermediate/emerging level of proficiency as indicated by the NYSITELL results:

SIFE Identification Process

1. We administer the oral interview questionnaire
2. For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, we administer the Literacy Evaluation for Newcomer SIFE (LENS)

We indicate Initial SIFE status in the DOE's data collection systems no later than 30 days from initial enrollment (BNDC). As per CR Part 154, we have up to one year to make a final determination of SIFE status; therefore, initial SIFE identification within the 30 days may be modified for up to one year. SIFE status is removed once the ELL scores at intermediate/transitioning level or higher on the NYSESLAT.

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 students entering school with IEPs (from within the United States) is based on the determination of the Language Proficiency Team (LPT).

Beginning with 2015-2016 school year we will have an LPT that minimally comprised of

- A school/district administrator
- A certified teacher or related service provider with a bilingual extension and/or a teacher of English to speakers of other languages
- The director of special education or individual in a comparable title (or his or her designee)

- The student's parent or guardian

A qualified interpreter or translator of the language or mode of communication the parent or guardian best understands, will be present at each meeting of the LPT.

1. The LPT determines whether the student should take the NYSITELL. The LPT should consider evidence of the student's English language development, including, but not limited to the following:

- * The result of Step 1 initial ELL identification process
- * The student's history of language use in the school and home or community
- * The results of the individual evaluation of the student conducted in accordance with procedures in CR Part 200.4(b)(6), which includes assessments administered in the student's home language
- * Information provided by the Committee on Special Education (CSE) as to whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English

2. Based on the evidence, the LPT makes a determination as to whether the student may have second language acquisition needs or whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English

- * If the LPT determines that the student may have English language acquisition needs, the student must take the NYSITELL
- * If the LPT determines that the student does not have English language acquisition needs and should not take the NYSITELL, the recommendation is sent to the principal for review

- It is up to our principal to accept or reject this recommendation

* If the principal rejects the recommendation of the LPT to not administer the NYSITELL, the NYSITELL is immediately administered to the student

* If the principal accepts the recommendation not to administer the NYSITELL, the recommendation is sent to the superintendent or the superintendent's designee for a final decision. Additionally, the parent or guardian is notified within 3 school days of the decision in the parent's/guardian's preferred language

The final decision is made by the superintendent or superintendent's designee. The superintendent or designee has 10 school days to accept or reject the LPT's recommendation. If the superintendent determines that the student must take the NYSITELL, the school has 5 additional school calendar days to administer the NYSITELL (if necessary) and to notify the parent or guardian. The form titled Language Proficiency Team NYSITELL Determination Form is completed and placed in the student's cumulative folder.

We realize that it is important to understand how certain elements of the second language acquisition process compare to learner characteristics associated with a learning disability. While components of language acquisition can seem to mirror a learning disability, they do not necessarily indicate a learning disability. Our LPT consists of academics who are professionally qualified to make such determinations.

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.

Accurate records are kept by the ENL teachers with the dates of admit, dates of tests, and the test results. ATS data is reviewed and analysed to ensure accuracy. Within 5 school days of ELL determination, ENL teachers inform parents of the results of the NYSITELL and ELL status using the NYCDOE standard parent notification letters in the parents' preferred language.

- Entitlement Letter
- Non-Entitlement Letter
- Continued Entitlement Letter

Dated and signed letters are retained in the student's cumulative folder.

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).

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. Parents are informed by letter in their preferred language of their right to appeal ELL status. The Re-identification Process may be utilized for students who have a home language other than English, and are ELLs and non-ELLs.

Our school will 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 will be completed within 10 school calendar days of receipt of written notice; however, if the CSE must be consulted, the process will be completed within 20 school calendar days. However, it may up to 12 months for the final determination be made. During this process the student will be placed in a bilingual program, if one exists at the school, otherwise, the student will be placed in ENL.

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.

Parents are the sole determinants of the ELL programs their children receive, initially and in subsequent years. Our school will notify parents of their child's eligibility for ELL services and provide information and program selection through parent orientations in the parents' preferred languages, according to the following steps:

- When a new ELL enrolls, we inform parents of the three instructional models available in New York City, regardless of whether the preferred model is currently offered in our school.

- To inform parents of these options, our ENL teachers, along with the parent coordinator, provide parents of newly enrolled ELLs with a parent orientation where they can view the Parent Orientation video which explains the three program options and is available in 13 languages. Attendance records, staff members present at the orientation, and languages used other than English are accurately recorded using school generated forms. During the orientation, we also provide information on standards, curriculum, assessments, and upcoming ENL parent workshops. The parent orientation session also provides a high quality orientation section on the Common Core Learning Standards, assessments, and school expectations for English language learners, as well as the program goals and requirements for bilingual education and English as a new language programs. The orientation is conducted in a language or mode of communication that the parent or guardian best understands. Bilingual personnel are especially provided to ensure that parents understand all three program choiced. Our school contacts the Translation and Interpretation Unit, if we require an interpreter for any language that is not spoken by our school staff. Time is allocated for parents to ask questions and express any concerns they might have.

- After parents are informed of all three program models at the parent orientation, we provide parents with a Parent Survey & Program Selection Form, in the parents' preferred language, where parents indicate their program choice.

The parent then returns the completed and signed form within 5 school calendar days. If the parent does not return the form within 5 school calendar days, the student will be placed in a bilingual program if one exists at our school; otherwise, the student will be placed in ENL. The school documents and includes attempts to gather initial parent selection preference; documentation is maintained using existing procedures established by our school.

The parent choice, as indicated on the Parent Survey & Program Selection Form, is entered in the designated screen in ATS (ELPC) as forms are completed.

The Parent Survey & Program Selection Form is a formal record of the parent's preference of ELL program for their child, and is retained in the student's permanent record. It is accessible for State or City audits and reviews. A copy of the completed Parent Survey & Program Selection Form can be provided to the parent upon request.

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

The results of the parents' surveys for the last few years have shown that the Freestanding ENL model has been the preferred program that our parents select. Less than 5% of parents select a transitional or bilingual program for their children. In addition to the forms, a check list is maintained by the ENL teachers with students' names, forms completed, and dates when they were returned to ensure school's compliance in regard to our parents' requests, should numbers for a transitional or bilingual program increase. Currently, all parents of newly identified English Language Learners requested a free-standing ENL program as their first choice. The program models offered at our school are fully aligned with our parents' requests based on the data collected from the parent surveys. The parents who selected the transitional or bilingual model were given the names of the schools within New York City who offered these programs. These choices are kept in a special file and are monitored so that a transitional or bilingual class could be opened should the number of requests warrant such an action.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. Lists of newly identified ELL students are kept and maintained on file in the ENL office. If a Parent Choice form or Parent Survey is not returned within 5 days, the ENL teacher or the classroom teacher meets with the parent before or after school to ensure that the form is received and that the parent understands the importance of making their independent choice and ensure parental equity in deciding which programs would best suit their child's needs.
9. Describe how your school ensures that placement parent notification letters are distributed. Once the student's program has been determined based on the steps outlined above, our school send parents a placement letter in the parents' preferred language (within 5 school days of ELL determination) indicating the program in which their child has been placed. School retains records of all letters sent and a copy of the letter is kept in the ENL office files.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). All ELL documentation (including HLIS, non-entitlement/entitlement letters, etc.) for each child is maintained in files in the ENL office. Originals are placed in the students' cumulative folders.

11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

To ensure that all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) are administered to all ELLs each year, parents of ELL students are continually informed of the testing dates beginning with the first parent orientation meeting. Accurate lists of NYSESLAT eligible students are continually generated and updated throughout the year and especially during the testing period. This includes ATS generated reports, including RLER (NYSESLAT Eligibility Roster) report. If a student should become ill or injured during the testing period, alternate arrangements are immediately implemented to accommodate the student's needs. If a student is absent for one or more LAT subtest, the test is administered with a corresponding group upon the student's return. If this is not possible, the subtest is administered individually. There is also a LAT make-up test period during which an absentee can be tested. The testing coordinator works with ENL teachers (Donna Jacobs, Regina Zhigan, and Naira Vaganyan) to ensure compliance.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Entitlement, Non-Entitlement, Non-Entitlement/Transition, and Continued Entitlement letters are completed by the ENL teachers and hand delivered to each individual student. The signed letters are then returned to the classroom teachers who give them back to the ENL teachers for review and placement. The letters are copied and the original is placed in each student's CUM. Copies are retained in the ENL office in designated files.
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).

The results of the parents' surveys for the last few years have shown that the Freestanding ENL model has been the preferred program that our parents select. Less than 5% of parents select a transitional or bilingual program for their children. In addition to the forms, a check list is maintained by the ENL teachers with students' names, forms completed, and dates when they were returned to ensure school's compliance in regard to our parents' requests, should numbers for a transitional or bilingual program increase. Currently, all parents of newly identified English Language Learners requested a free-standing ENL program as their first choice. The program models offered at our school are fully aligned with our parents' requests based on the data collected from the parent surveys. The parents who selected the transitional or bilingual model were given the names of the schools within New York City who offered these programs. These choices are kept in a special file and are monitored so that a transitional or bilingual class could be opened should the number of requests warrant such an action.

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]).
- Freestanding ENL program.
Our ELL students receive freestanding ENL and all ELLs are taught by licensed, certified ENL teachers. ENL-entitled students (including special education students identified as ELLs) are served in the push-in/pull-out models. In the push-in model, the ENL teacher works with ELLs in collaboration with general education classroom teachers to provide language acquisition and vocabulary support. There is a common preparation time between the two teachers and/or prior collaborative lesson planning. In the pull-out model, the ELLs spend the majority of their day in all-English content instruction but are brought together from various classes for English acquisition-focused instruction given by an ENL certified teacher. All students participating in the above models receive instruction based on their NYSITELL or NYSESLAT scores.
Our ELL students are given instruction in heterogeneous groups by grade.
 - TBE program. *If applicable.*
N/A
 - DL program. *If applicable.*
N/A

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

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

As per CR Part 154 mandates, all ELLs receive appropriate numbers of instructional minutes according to their proficiency levels. Beginner/Entering ELLs receive 180 minutes in standalone ENL and 180 minutes in integrated ENL/ELA for a total of 360 minutes. Low Intermediate/Emerging ELLs receive 90 minutes in standalone ENL and 180 minutes in integrated ENL/ELA, with 90 flexible minutes for a total of 360 minutes. Intermediate/Transitioning ELLs receive 90 minutes in integrated ENL/ELA and 90 flexible minutes for a total of 180 minutes. Advanced/Expanding ELLs receive 180 minutes in integrated ENL/ELA or other content area. Proficient/Commanding ELLs receive 90 minutes in integrated/ENL or other content area.

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.

General education teachers, as well as ENL teachers, use ENL methodologies during instruction to provide a learning classroom environment in which LEP/ELL students can effectively acquire academic content knowledge. ENL teachers, incorporating the push-in/pull-out model, plan carefully with general education teachers to ensure curricular alignment. Both programs use ENL methodologies and follow the Common Core Standards. Students on each of these levels are taught listening, speaking, reading and writing. Because individual students vary on each level, teachers cover all modalities but according to the group, may emphasize or spend additional time on a specific modality where one group may need some extra support. Certain patterns have been noticed in proficiency levels in the four modalities of the language acquisition.

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

ELLs with Spanish as their native language are appropriately evaluated using the Spanish LAB test. Students with languages other than Spanish are not evaluated in their native languages, outside of the initial interview, since we currently only use Freestanding English as a New Language program.

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

Throughout the year, ELLs are appropriately evaluated in all four modalities of English language acquisition using formal and teacher generated tools and materials. Assessment in Speaking and Listening includes but is not limited to evaluation of how students engage in a range of discussions, building on each other ideas, evaluation of how students ask and answer questions about information from a speaker, as well as their reports on a topic or text or how they recount an experience or give an oral presentation. Assessment in Reading includes but is not limited to how students use context clues to determine the meaning of words and phrases, how they compare and contrast themes, settings, and plots, and how they ask and answer questions to demonstrate their understanding of a texts. Assessment in Writing includes but is not limited to evaluation of how students write opinion pieces on topics or texts, supporting a point of view and on how students develop their writing by planning, revising, and editing, as well as ongoing self-editing of a benchmark writing piece. Students' progress is regularly recorded and the data is used to drive instruction.

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. Currently, there are no SIFE students in our school. In the event there will be such a student, an instructional plan will be designed for this student based on the scoring data to differentiate instruction. It will be based on the student's levels and needs. Should this student have special needs, a full time bilingual paraprofessional would be assigned to assist the student. Our goal will be to meet both the academic and socio-emotional needs of our SIFE students. Differentiation of instruction will include but is not limited to teaching non-verbal cues to ask for assistance or permission, visual representation cards, picture walk, allowing for additional time, first language instruction, materials, tasks, student response, etc.

b. Our plan for ELLs in US schools for less than 3 years is first to acclimate them to their new surroundings and emphasize survival skills. This includes everyday language and conversational skills. Our instructional plan includes familiarizing students with the letters and sound system of English and building vocabulary and academic skills.

c. Our plan for ELLs in US schools for 4-6 years is to increase literacy, specifically in the areas of reading and writing. We increase their exposure to classical literature, a wide variety of genres, and authors. ELLs are being taught to make connections between content-based instruction and current global events. Afterschool Math, Reading, Science, and NYSESLAT Test Prep programs are designed primarily to meet the needs of ELLs who require additional support. Teachers increase levels of text complexity across grade levels to ensure that students are prepared to become college and career ready.

d. Currently, there are no long-term ELL students in our school, however, if in the future we receive long-term ELLs, we will use data to specifically target each student's weakness in order to drive our instruction to increase the student's literacy to grade

level or above.

e. ESL professionals are always in collaboration with the classroom teacher to provide extra support materials and instructional techniques to assist former ELLs in remaining on course towards achieving English language excellence. Former ELLs are provided with test accommodations including time extensions, separate locations and /or small group administration, bilingual glossaries and dictionaries, simultaneous use of English and other available language editions, oral translations, and other appropriate support. In addition, ESL teachers conduct monthly professional development sessions where classroom teachers can have concerns regarding former ELLs addressed.

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.
Our school ensures that the re-identification process is completed within 10 school calendar days of receipt of written notice; however, if the CSE must be consulted, the process will be completed within 20 school calendar days. The process can take up to 6-to-12 months to go through. The principal reviews 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 qualified staff member in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal will provide additional support services to the student as defined in CR Part 154-2.3(j) and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, he/she will consult with the superintendent or his/her designee. Final decision notification will 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?
 7. Bilingual paraprofessionals are assigned to ELL-SWDs whose IEP mandates bilingual instruction. Our school ensures that all students, including SWDs identified as ELL students, receive the appropriate state mandated allotment of instructional time in the English language. Students' records are continuously updated and maintained. Teachers of ELL-SWDs use a variety of instructional strategies and grade level materials that provide both access to academic areas and accelerate English language development. These include differentiated instruction, scaffolding, pre-teaching, using Total Physical Response, making fiction/non-fiction connections, developing test vocabulary, as well as higher order thinking skills. Teachers also use realia that addresses the multiple intelligences and ensures that ELL-SWDs continue to develop their academic strengths.
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?
 8. Our school uses curricular, instructional, and scheduling flexibility to meet the diverse needs of our ELL-SWDs within the least restrictive environment. The criteria used the ELL-SWDs in ICT classes include recommendations on the IEP, Teacher evaluations, and School Assessment Team reviews. Teachers incorporate recommendations and mandates on the ELL-SWDs' IEPs into daily instruction. Interventions include but are not limited to: AIS, Counseling, Related Services, Parent Conferences to Develop an Action Plan, Collaboration with Community Agencies, SETTS, Targeted Instruction, One to One Bilingual Paraprofessionals, School Assessment Team, Inquiry Team, Differentiated Instruction, Student Assessment Analysis, After School Programs for ELL-SWDs, Extended Day, Title I Push-In/Pull-Out Programs for ELA and Math, AIIP Reading Intervention, Rtl, Donors Choose Program, New York Historical Society Program, Ballroom Dancing, Creative Movement, Education in Dance, trips to various cultural institutions, neighborhood walks, and others.

Chart

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

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

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

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



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

Chart

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

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

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

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

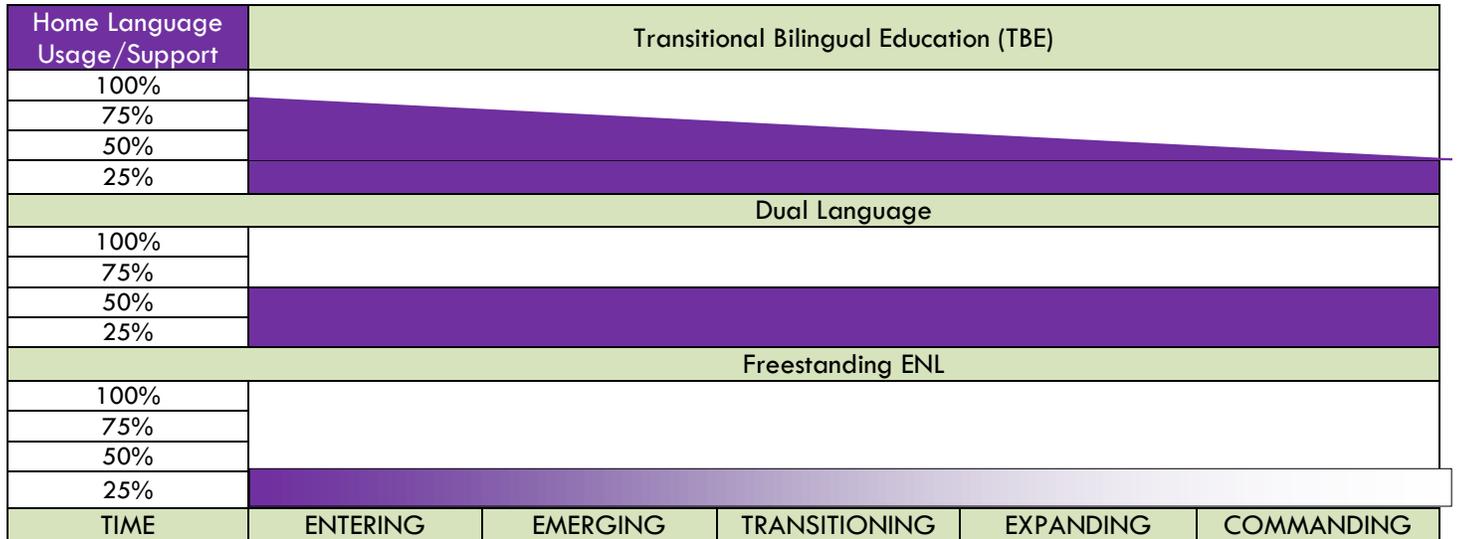


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. In compliance with the State mandated content area testing schedule, ELL students take the following state tests: Math (3rd, 4th, and 5th graders), and Science (4th graders). ELLs who have been in the system for more than one year are mandated to take the NYS ELA test (grades 3, 4, and 5). Since the majority of our ELL students are newcomers with less than three years of services, the majority of them scored at levels 1 and 2. Our school continues to provide all necessary support to all of our ELL students so that all of them will score on level 3 or higher.
We continuously implement intensive after-school academic intervention programs for ELLs in grades 3-5 concentrating on math, reading, science, and test-taking strategies. The programs are designed to help ELLs who are required to take citywide and state content area tests. Our after-school programs run from October through June. The materials we use are Smart Boards, Math Expressions (by Houghton Mifflin), Think-Alongs (reading comprehension books by Steck-Vaughn), ESL Series, Cornerstone (by Pearson Longman), Getting Ready for the NYSESLAT (training for upcoming NYSESLAT test by Attanasio and Associates, Inc.), as well as LeapPad Learning System (by LeapFrog Enterprises, Inc.), New York Progress, various educational computer programs, etc. A vast supply of materials and programs is available to our students in the school library.
The LEP students, including students identified with special needs, who have not met the Common Core Standards in reading, writing, listening and speaking are provided with intervention services at the school level including but not limited to AIS, Parent Conferences to Develop an Action Plan, Targeted Instruction, School Assessment Team, Differentiated Instruction, Inquiry Team, Student Assessment Analysis, Title III After School Programs for ELLs, Extended Day, Title I Push-In/Pull-Out Programs for ELA and Math, AIPP Reading Intervention, Books on Tapes, Author Visits, Read-Alouds, Grammar & Writing Program by Scott Foresman, Making Meaning by Developmental Studies Center, and others.
We use home language dictionaries and bilingual personnel to support the home language connection. Within each ENL group, teachers have students research each other's countries and write about what they found the most interesting. Students also bring in artifacts, food and realia from their home countries to share with each other. International fairs, feasts, and trips are organized throughout the year, including an annual Pow Wow and an International Thanksgiving Feast schoolwide.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
The greatest marker of the success of our program is revealed in the number of ELLs exiting the program via the NYSESLAT exam and in the number moving from one level to the next in language acquisition. Our rate of students achieving proficiency for Spring 2014 was over 40 %.
12. What new programs or improvements will be considered for the upcoming school year?
ELL Parent Workshops will be incorporated with our school's Parent Association meetings to increase attendance. Teacher professional development meetings for teachers of ELLs has been increased to monthly sessions.
13. What programs/services for ELLs will be discontinued and why?
Currently, our Creative Arts afterschool program has been discontinued due to budget cuts. Also the Studio in a School Program completed its contract and has been discontinued.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Parents of ELL students are informed of up-coming school programs and updated on their start. All of our ELLs are afforded equal access to all school programs. Translations and interpretations are offered for all notices sent home with our students.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
Instructional materials, including technology, such as tablets, electronic dictionaries, bilingual books, "books on tapes", video and audio representations of the texts, content are based video and audio supports, and many others are used to support the ELLs. Our school uses curricular, instructional, and scheduling flexibility to meet the needs of our ELLs. These materials include but are not limited to: content area texts, vast variety of reading resources, educational computer programs, classroom libraries, dual language texts, bilingual dictionaries and glossaries, etc.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Home language support is delivered to ELLs in our Freestanding ENL program through the use of dual language texts, bilingual dictionaries and glossaries, as well as pairing with other students with the same home language. Ten bilingual paras are currently assisting our ELL-SWDs. Our multilingual staff members assist students and their parents with translation services and DOE Translation and Interpretation Unit staff is regularly used on an as needed basis. Translators are provided for all content based state tests with the exception of the ELA and NYSESLAT.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
P.S. 255 staff ensures that all required service support and resources correspond to ELL's ages and grade levels.

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).

Our school assists newly enrolled ELL students before the beginning of the school year by offering the Title III Summer School Program to those in need. Students learn math and reading as well as how to acclimate to American culture by participating in class trips all around the New York City, including trips to city museums and other areas of interest. For new ELLs who enroll throughout the school year, extended day groups are formed to address the challenges they face.

19. What language electives are offered to ELLs?

Currently, language electives are not offered to ELLs in our school.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

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

Professional development is an important key to the success of our academic program. To address this need our school offers a comprehensive PD schedule in ENL methodology for all teachers. All ENL teachers, as well as mainstream teachers with ELLs, will participate in monthly staff development activities, grade conferences and faculty meetings designed to improve their delivery of instruction.

All teachers at PS 255 engage in professional learning on a regular basis. Because we have ELL students in every classroom, all teachers and support staff are given professional learning. Sessions are given Monday through Thursday from 8:10 to 9:00 am and during Monday afternoon PL. ENL teachers provide PL for a classroom teacher on each grade once a month who then turnkey the information to their grades. They also offer sessions during Monday afternoons where teachers learn how to use ENL strategies to better service their ELL students.

Administrators, coaches, the testing coordinator and ENL teachers attend regular PL sessions as well, many of which are offered by the Borough Field Support Centers.

Teachers that are interested in seeking professional learning outside the school are supported and given the opportunity to take part in the sessions being offered.

The PD sessions will cover but are not limited to the following list of topics:

ELL Support;

Teaching Reading and Writing using ESL Methodologies;

Using Classroom Glossaries and Dictionaries;

Differentiating Instruction for ELLs;

Scaffolding Language and Learning;

Content Area Instruction and Assessment for ELLs;

Test-Taking Strategies...

These sessions will be held during the first school period which has been reserved for school-wide professional development. Additional sessions will be held at various times in accordance with teachers' schedules. Agendas and attendance records are kept on file with the school's staff developer, as well as with the ENL teachers. These are maintained as evidence of meeting the requirements. During our Professional Development sessions, trends are identified and discussed in teacher teams, both horizontally (on the same grade level) and vertically (across the grades) which provides our staff with the support needed to assist ELLs as they transition from one school level to another. Teachers are provided with a form to identify student weaknesses and strengths and to share best practices which will foment student improvement. Our School Secretaries receive Professional Development on Election Day. Our school Parent Coordinator attends an ELL Professional Development that is provided by the Department of Education on an annual basis. Teachers attend in-house PDs as well as PDs conducted by the DOE.

Our school also provides PD to the fifth grade teachers in making sure that their students, especially the ELLs, understand the different types of routines and environments they will be exposed to in the middle school as compared to elementary school. The fifth grade teachers understand that the students need to be taught the academic vocabulary they may encounter in the middle school, as well as necessary life skills. At the PD, teachers are provided with suggestions and recommendations on how to assist ELLs as they transition from elementary to middle school. Assistance is also given to fifth grade teachers in completing middle school applications. The school guidance counselor, the parent coordinator, and ENL teachers help the teachers ensure that the parents understand the application process and their options. Certified ENL teachers will conduct 7 ½ hours (general education) and 10 hours (special education) of state-mandated ENL staff development for the school faculty.

ENL materials and resources are provided to those classroom teachers who have ELLs. All teachers also have the opportunity to attend offsite ongoing workshops and sessions facilitated by the Department of English Language Learners which are advertised weekly in the News & Opportunities for Educators of ELLs newsletter, as well as workshops offered by the ELL support at our Network.

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?

Certified ENL teachers will conduct professional development to all teachers and administrators that specifically addresses the needs of English language learners. A minimum of fifteen (15%) of the required professional development hours for all teachers prescribed by CR Part 80 is dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. Emphasis is placed on giving teachers of ELLs support as they engage their students in reaching the Common Core Learning Standards. ENL materials and resources are provided to those classroom teachers who have ELLs.

The PD sessions will cover but are not limited to the following list of topics:

* Using Data to Drive Instruction

* Keeping ELLs in Mind -

* Teaching Reading and Writing using ENL Methodologies

- * Using Classroom Glossaries and Dictionaries
- * Differentiating Instruction for ELLs
- * Scaffolding Language and Learning
- * Content Area Instruction and Assessment for ELLs
- * Examining Key Facts About the Home Countries of Our ELLs
- * Sharing Best Practices

For all bilingual and English as a new language teachers, a minimum of fifty percent (50%) of the required professional development hours are 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.

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

Our school provides a PD to the fifth grade teachers in making sure that their students, especially the ELLs, understand the different types of routines and environments they will be exposed to in the middle school as compared to elementary school. The fifth grade teachers understand that the students need to be taught the vocabulary they may encounter in the middle school, as well as necessary life skills. At the PD the teachers are provided with suggestions and recommendations on how to assist ELLs as they transition from elementary to middle school. Assistance is also given to fifth grade teachers in completing middle school applications. The school guidance counselor, the parent coordinator, and ENL teachers help the teachers ensure that the parents understand the application process and their options.

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.

These sessions will be held during the first school period which has been reserved for school-wide professional development. Additional sessions will be held at various times in accordance with teachers' schedules. Agendas and attendance records are kept on file with the school's staff developers, as well as with the ENL teachers. These are maintained as evidence of meeting the requirements. During our Professional Development sessions, trends are identified and discussed in teacher teams, both horizontally (on the same grade level) and vertically (across the grades) which provides our staff with the support needed to assist ELLs as they transition from one school level to another. Teachers are provided with a form to identify student weaknesses and to share best practices which will foment student improvement. Our school secretaries receive professional development on in-service days. Our school parent coordinator attends ELL professional development provided by the Department of Education throughout the year.

C. Parental Involvement

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

Our ENL teachers individually meet with the parents or guardians of English language learners at least once a year, in addition to parent-teacher conferences, initial parent orientations, quarterly progress meetings and other scheduled meetings provided for parents or guardians, to discuss the goals of the program, their child's language development progress, their child's English language proficiency assessment results, and language development needs in all content areas. This additional meeting includes school staff necessary to sufficiently inform the parents or guardians about the child's language development in all content areas in English and in the child's home language. All of these meetings are conducted with a qualified interpreter/translator in the language or mode of communication the parent or guardian best understands. Our school determines the manner and form of such individual parent meetings, in accordance with collective bargaining agreements. Our school records attendance using existing procedures. All meetings are annotated and information is kept on file in the ENL office.

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

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Our parent coordinator, in collaboration with ENL teachers, stress the importance of parent involvement and provide all available resources on how parents can help their children achieve both academic success and improve language proficiency in English. It is also important that parents understand the mandates regarding instruction, testing and materials that affect our ELL population. Parents receive information about on-line homework resources, homework help line "Dial-A-Teacher" available in many languages, as well as assistance at our local library. P.S.255 strives hard to include all parents in school activities. We strongly encourage parents of ELLs to assist the school community as Learning Leaders. Having a reassuring hand to help a newcomer in their native language to adjust to their new surrounding is an asset beyond value. Our school currently has 8 bilingual learning leaders speaking Russian, Spanish, Georgian, Turkish, and Urdu. Our school also conducts hands-on parent workshops such as Science, Math, and Holiday Crafts Noght, where parents can network with each other, make new friends, and enjoy a learning experience with their children. Other services provided to ELL parents include translations and interpretations at all Parent Association meetings and workshops by parents and staff members.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Our school partners with other Community Based Organizations such as FDNY, Historical Society, Sea, Air, and Space Museum, Pencil Pals, and other. Our parent coordinator ensures that our ELL parents receive timely notifications about free ESL classes given at libraries and other schools in the district. Learning Leader workshops, where materials and translations are available in other languages, are provided to volunteer parents who wish to assist ELL students in our school.

During the parent orientation meeting, parent workshops, and parent association meetings, we stress the fact that our parent coordinator is available to act as school liason to address any concerns parents may have. Our parent coordinator also ensures that New York City Department of Education brochures addressing parental rights, as well as special education, are available to parents. Translation and/or interpretation of all school correspondence is also made available. Our Parent Coordinator strives to make our ELL parents feel comfortable in coming to her for assistance in navigating the New York City public school system.

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

During the parent orientation meeting, parent workshops, and parent association meetings, we stress the fact that our parent coordinator is available to act as school liason to address any concerns parents may have. Our parent coordinator also ensures that New York City Department of Education brochures addressing parental rights, as well as special education, are available to parents. Translation and/or interpretation of all school correspondence is also made available. Our Parent Coordinator strives to make our ELL parents feel comfortable in coming to her for assistance in navigating the New York City public school system.

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

An annual survey is sent to all parents in our school to determine areas of concern. A series of ENL content area workshops, specifically designed for parents of ELLs, are conducted to better inform them about content area curricula and the exams their children must take. Workshops also focus on educating the parents about school policies, as well as school "survival skills".

Parent Workshop Topics:

P/D providers:

School Survival Skills: Strategies for Navigating School Structures. 2 ENL teachers and the parent coordinator

Reading and Literacy Connection: Strategies for success on the NYSESLAT and ELA tests.

2 ENL teachers and the parent coordinator

Math: Strategies for ELLS in using manipulatives and navigating word problems.

2 ENL teachers and the parent coordinator

Arts and Writing: Ideas for enhancing artistic abilities in children.

2 ENL teachers, and the parent coordinator

Test Prep: What to expect and how parents can support student success on tests.

2 ENL teachers, and the parent coordinator

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: P.S.255

School DBN: 22K255

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) |
|-----------------------------|---|-----------|-----------------|
| Kelly McCann | Principal | | 10/30/15 |
| Susan Ehrlich | Assistant Principal | | 10/30/15 |
| Beth Rocco | Parent Coordinator | | 10/30/15 |
| Donna Jacobs | ENL/Bilingual Teacher | | 10/30/15 |
| Joan Louie, PA Co-President | Parent | | 10/30/15 |
| Cara Prager (IEP/SETSS) | Teacher/Subject Area | | 10/30/15 |
| | Teacher/Subject Area | | |
| Ana Mandelbaum | Coach | | 10/30/15 |
| | Coach | | |
| | School Counselor | | |
| | Superintendent | | |
| | Borough Field Support Center Staff Member _____ | | |
| Kimberly Vallejo | Other <u>Testing Coordinator</u> | | 10/30/15 |
| | Other _____ | | |
| | Other _____ | | |

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **22K255**

School Name: **P.S.255 Barbara Reing School**

Superintendent: **Julia Bove**

Before you begin, please check the following:

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

According to the information provided on the HLISs, ATS reports, and parental surveys, and on-going face-to-face communications and conferences, the primary language spoken by the parent of each student enrolled in the school is determined by school personnel at the time of admission and throughout the school year.

Using this data, the school provides appropriate and timely language assistance to all non-English speaking parents in their native language. This helps parents to effectively communicate with teachers, guidance counselors, school nurse, parent coordinator, and other school staff regarding critical information about their children's education. In addition, our school posts notices in many languages to inform parents of the availability of translation services if 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.

Data shows that currently there are 158 ELLs at PS 255 with 17 different home languages. These include: 63 - Russian, 18 - Uzbek, 13 - Ukrainian, 12 - Tadjik, 12 - Urdu, 9 - Georgian, 8 - Spanish, 7 - Arabic, 7 - Chinese, 2 - Albanian, 1 - Romanian, 1 - Portugese, 1 - Serbo-Croatian, 1 - Farsi, 1 - Bengali, and 1 - Turkish. ELL pedagogues review students' Home Language Identification Surveys, the ATS data, as well as information from the initial interviews with the ELL parents to determine our school's written translation and oral interpretation needs. Currently, our ELLs and their parents speak over 17 different languages. Increasingly, our school is receiving students and parents of less common languages,

specifically Georgian, Tadjik , and Uzbek. Our non-English speaking parents require translation and/or interpretation of all school communication in order to best ensure their children's academic success. Current information of the primary home language is maintained and updated in the ATS and on the students' emergency cards. School staff is aware of the languages of our ELLs and all services available to effectively communicate school information with our families. Providing translations and making parents aware that translations for school notices are available has helped facilitate communication between home and school.

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.)

Documents that our school typically disseminates every year that require translation and are distributed to families include: the 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, and student academic progress reports. Notification of translation services is printed on every document distributed to our families. Should the parent require translation, oral and written translation services are provided in-house by our bilingual staff members or through the DOE Translation and Interpretation Unit.

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.

Formal face-to-face meetings that our school provides throughout the school year include the initial parental interview upon admission to our school, the ELL orientation meeting (once a year) , grade level orientation meetings (at the beginning of the school year), parent-teacher conferences (held quarterly), mandated ELL parent workshops (five or more throughout the school year), scheduled parent meetings (weekly), and our annual ELL meeting with parents. Informal interactions with parents include calls from the attendance personnel, guidance counselor or student's teachers and occur as necessary.

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.

P.S. 255 provides written translations of all forms available from the NYC DOE. These include but are not limited to translated versions of Home Language Identification Forms, The ELL Parent Brochures, Parent Surveys, Program Selection Forms, and Parent Notification Forms. ELL pedagogues, in conjunction with the Parent Coordinator, ensure timely provision of translated documents to parents by determining, at time of admission, their linguistic needs. Our multi-cultural/multi-lingual staff are able to provide written and oral assistance in over 15 languages in Russian, Spanish, Greek, Cantonese, Mandarin, Croatian, Creole, Turkish, Albanian, Arabic, Ukrainian, Italian, Urdu, Bengali, Hindi, Armenian, Hebrew, and Lithuanian. Parents may also bring their own interpreter, if they so choose. Communication forms sent home have a special notification alerting parents to the availability of translation services. Our school currently has 8 bilingual learning leaders speaking Russian, Spanish, Georgian, Turkish, and Urdu, who assist in providing translation services. Staff members also regularly use the DOE over-the-phone interpretation services. ELL pedagogues plan ahead and submit translation requests in a timely manner to the Translation and Interpretation Unit (or to vendor for languages the Unit does not cover) to ensure translations are distributed at the same time as English documents. Also, we use many templates for school holidays, parent-teacher conferences and other DOE notices that are available in translation at the Translation and Interpretation Unit's intranet site: http://intranet.nycdoe.net/SchoolSupport/translation_and_interpretation_unit.

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

Our school's 8 bilingual learning leaders, speaking Russian, Spanish, Georgian, Turkish, and Urdu, also assist in providing interpretation services to our non-English speaking parents. Multi-lingual staff members, our bilingual learning leaders, as well as our parent volunteers are readily available to assist during formal and informal parent interviews, parent-teacher conferences, parent association meetings, and informal parent-teacher meetings. These resources are also available for oral translations of non-essential written communications from the school. Staff members also regularly use the DOE over-the-phone interpretation services if an in-house translator is not available.

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.)

Language Access Coordinators will ensure that all staff members are aware of how to use translation services such as the Translation and Interpretation Brochure, Language ID Guide, and Language Palm Card as well as the over-the-phone interpretation service. This will be done during faculty conferences and ENL staff development meetings. A Professional Development session is scheduled exclusively on translations and interpretation services available. Language Access Coordinators ensure all teachers and staff receive a copy of the "I Speak..." card which 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 255 is responsible for providing each parent whose primary language is other than English and who requires language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. Translated versions of this document are available at: <http://schools.nyc.gov/RulesPolicies/ParentBillOfRights/Parents+Bill+of+Rights+and+Responsibilities.htm>.

Our school has posted, in a conspicuous location at the primary entrance to our school, a sign printed in different languages, indicating the availability of interpretation services. Our school's safety plan contains procedures for ensuring that parents in need of language services are not prevented from reaching the school's administrative offices solely due to language barriers.

P.S.255 follows the procedures outlined on the DOE's Translation and Interpretation Unit website in order to meet the translation and interpretation requirements set forth in regulation A-663.

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 school gathers feedback from parents on the quality and availability of services via the parent survey, during ELL parent workshops, as well as individual parent meetings.