

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

13K256

School Name:

P.S. 256 BENJAMIN BANNEKER

Principal:

SHARYN HEMPHILL

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

Benjamin Banneker Elementary

School Name: P.S. 256 School Number (DBN): 13K256

Grades Served: Pre-K -5

School Address: 114 Kosciusko Street

Phone Number: (718) 857-9820 Fax: (718)783-7384

School Contact Person: _____ Email Address: shemphi@schools.nyc.gov

Principal: Mrs. Sharyn Hemphill

UFT Chapter Leader: Ms. Bridgette Williams

Parents' Association President: Ms. Delores McDonald

SLT Chairperson: Ms. Tiana Hamm

Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____

Student Representative(s): _____

District Information

District: 13 Superintendent: Mrs. Barbara Freeman

Superintendent's Office Address: 355 Park Place

Superintendent's Email Address: Bfreeman6@schools.nyc.gov

Phone Number: (718) 636- Fax: (718) 636-3266

Borough Field Support Center (BFSC)

BFSC: _____ Director: _____

Director's Office Address: _____

Director's Email Address: _____

Phone Number: _____ Fax: _____

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

| Name | Position and Constituent Group Represented | Signature (Blue Ink) |
|------|---|----------------------|
| | *Principal or Designee | |
| | *UFT Chapter Leader or Designee | |
| | *PA/PTA President or Designated Co-President | |
| | DC 37 Representative (staff), if applicable | |
| | Title I Parent Representative (or Parent Advisory Council Chairperson) | |
| | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> | |
| | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> | |
| | CBO Representative, if applicable | |
| | Member/ | |

| Name | Position and Constituent Group Represented | Signature (Blue Ink) |
|-------------|---|---------------------------------|
| | Member/ | |

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

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

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

We are a District 13 Elementary school located in the heart of Bedford Stuyvesant. We service school age children Pre-K to grade 5, predominantly of African –American and Hispanic descent. We are a balanced literacy school partnered with Columbia University, Teachers' College. We are also implementing science based learning through several partnerships (M.A.D Science, NYC Hall of Science, Vision Education & Media -Robofun, NYU PolyTech Robotics.) Our mission is working together to achieve positive outcomes for the growth and success for all. Our vision is a solid foundation for lifelong learning, and core values are teamwork, commitment, and integrity.

We nurture the whole child socially, emotionally and academically. We focus on the growth of each child and teach children to care and promote building community. We offer students Spanish as a foreign language, and we have a state of the art science lab that allows students to experience science at a deeper level. We also offer students various learning experiences through high technology.

We continue to experience challenges in English language arts and we made the most growth in mathematics in the previous school year. As a result of our challenges in English language arts we will focus our efforts in the areas of fluency and comprehension.

13K256 School Information Sheet

| School Configuration (2014-15) | | | | |
|---|----------------------|------------------|---|---|
| Grade Configuration | PK,0K,01,02,03,04,05 | Total Enrollment | 326 | SIG Recipient |
| | | | | N/A |
| Types and Number of English Language Learner Classes (2014-15) | | | | |
| # Transitional Bilingual | N/A | # Dual Language | N/A | # Self-Contained English as a Second Language |
| | | | | N/A |
| Types and Number of Special Education Classes (2014-15) | | | | |
| # Special Classes | N/A | # SETSS | N/A | # Integrated Collaborative Teaching |
| | | | | N/A |
| Types and Number of Special Classes (2014-15) | | | | |
| # Visual Arts | N/A | # Music | N/A | # Drama |
| # Foreign Language | N/A | # Dance | N/A | # CTE |
| | | | | N/A |
| School Composition (2013-14) | | | | |
| % Title I Population | | 92.3% | % Attendance Rate | 88.2% |
| % Free Lunch | | 92.7% | % Reduced Lunch | 2.8% |
| % Limited English Proficient | | 9.6% | % Students with Disabilities | 18.9% |
| Racial/Ethnic Origin (2013-14) | | | | |
| % American Indian or Alaska Native | | N/A | % Black or African American | 71.3% |
| % Hispanic or Latino | | 26.8% | % Asian or Native Hawaiian/Pacific Islander | 1.7% |
| % White | | 0.3% | % Multi-Racial | N/A |
| Personnel (2014-15) | | | | |
| Years Principal Assigned to School (2014-15) | | 8.34 | # of Assistant Principals (2014-15) | 1 |
| # of Deans (2014-15) | | N/A | # of Counselors/Social Workers (2014-15) | 1 |
| Personnel (2013-14) | | | | |
| % of Teachers with No Valid Teaching Certificate (2013-14) | | N/A | % Teaching Out of Certification (2013-14) | 3.7% |
| % Teaching with Fewer Than 3 Years of Experience (2013-14) | | 0.1% | Average Teacher Absences (2013-14) | 10.48 |
| Student Performance for Elementary and Middle Schools (2013-14) | | | | |
| ELA Performance at levels 3 & 4 | | 17.2% | Mathematics Performance at levels 3 & 4 | 26.7% |
| Science Performance at levels 3 & 4 (4th Grade) | | 82.0% | Science Performance at levels 3 & 4 (8th Grade) | N/A |
| Student Performance for High Schools (2012-13) | | | | |
| ELA Performance at levels 3 & 4 | | N/A | Mathematics Performance at levels 3 & 4 | N/A |
| Credit Accumulation High Schools Only (2013-14) | | | | |
| % of 1st year students who earned 10+ credits | | N/A | % of 2nd year students who earned 10+ credits | N/A |
| % of 3rd year students who earned 10+ credits | | N/A | 4 Year Graduation Rate | N/A |
| 6 Year Graduation Rate | | N/A | | |
| Overall NYSED Accountability Status (2014-15) | | | | |
| Reward | | | Recognition | |
| In Good Standing | | X | Local Assistance Plan | |
| Focus District | | X | Focus School Identified by a Focus District | |
| Priority School | | | | |
| Accountability Status – Elementary and Middle Schools | | | | |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13) | | | | |
| American Indian or Alaska Native | | N/A | Black or African American | YES |
| Hispanic or Latino | | YES | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White | | N/A | Multi-Racial | N/A |
| Students with Disabilities | | N/A | Limited English Proficient | N/A |
| Economically Disadvantaged | | YES | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13) | | | | |
| American Indian or Alaska Native | | N/A | Black or African American | YES |
| Hispanic or Latino | | YES | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White | | N/A | Multi-Racial | N/A |
| Students with Disabilities | | N/A | Limited English Proficient | N/A |
| Economically Disadvantaged | | YES | | |
| Met Adequate Yearly Progress (AYP) in Science (2012-13) | | | | |
| American Indian or Alaska Native | | N/A | Black or African American | YES |
| Hispanic or Latino | | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White | | N/A | Multi-Racial | N/A |
| Students with Disabilities | | N/A | Limited English Proficient | N/A |
| Economically Disadvantaged | | YES | | |
| Accountability Status – High Schools | | | | |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13) | | | | |
| American Indian or Alaska Native | | N/A | Black or African American | N/A |
| Hispanic or Latino | | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White | | N/A | Multi-Racial | N/A |
| Students with Disabilities | | N/A | Limited English Proficient | N/A |
| Economically Disadvantaged | | N/A | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13) | | | | |
| American Indian or Alaska Native | | N/A | Black or African American | N/A |
| Hispanic or Latino | | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White | | N/A | Multi-Racial | N/A |
| Students with Disabilities | | N/A | Limited English Proficient | N/A |
| Economically Disadvantaged | | N/A | | |
| Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13) | | | | |
| American Indian or Alaska Native | | N/A | Black or African American | N/A |
| Hispanic or Latino | | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White | | N/A | Multi-Racial | N/A |
| Students with Disabilities | | N/A | Limited English Proficient | N/A |
| Economically Disadvantaged | | N/A | | |

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

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

Part 1 – Needs Assessment

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

Our preliminary New York State Common Core 2015 English Language Arts scores for grades (3,4,5) indicate that ...Our New York State Common Core 2014 English Language Arts scores for all grades (3, 4, 5) indicated that 18% of all students tested met proficiency by scoring at level 3 and 4. This data reflects an upward trend of 1% when compared to the NYS 2013 ELA scores for all grades. For 2014, 40% of all students scored at level 1 and 42% scored at level 2.

- As stated in our 2013-2014 Quality Review and the 2015 PPO, we need to continue developing teacher practice that is aligned to school beliefs, the curricula, and the Danielson framework resulting in all students being able to produce improved student work. (1.2)

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 all teacher teams during collaborative inquiry will increase the coherence of pedagogical practices across grades utilizing the Danielson framework and instructional shifts that will result in an increase of coherence in pedagogical practices across grades.

Part 3 – Action Plan

| Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: | Target Group(s) <i>Who will be targeted?</i> | Timeline <i>What is the start and end date?</i> | Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|---|---|--|---|
| <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. | | | |
| By June 2015 all teacher teams during collaborative inquiry will increase the coherence of pedagogical practices across grades utilizing the Danielson framework and instructional shifts that | All Teachers | October 2015 – June 2016 | Lead Teacher on the grade, A.P., & Principal |

| | | | |
|---|--------------|--------------------------|------------------------------------|
| will result in an increase of coherence pedagogical practices across grades. | | | |
| Teacher teams will engage in professional development to enhance their knowledge of the Danielson Framework and instructional shifts. | All Teachers | October 2015 – June 2016 | Staff Developer, A.P., & Principal |
| | | | |
| | | | |

Part 4 – Budget and Resource Alignment

| | | | | | | | | | | | |
|---|----------|---|--------------------------------|--|------------|--|------------------|---|-------------------|--|----------------------|
| Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc. | | | | | | | | | | | |
| <ul style="list-style-type: none"> • Teacher teams, Staff Developer, Assistant Principal, Principal for demonstration of modeling, developing norms and common language among teachers in the analysis of units of study, the Danielson Framework and Instructional Shifts for the subject/grade. • Scheduling Professional Development sessions during the Monday PD hours. • Funding for Teachers’ College Staff Developers • Use of the NYC DOE resources such as the Common Core Library and Advance • Funding for the NYS Common Core aligned Eureka mathematics curriculum modules, consumable and workshop materials, such as professional texts. • Funding for Lit Life Professional Development • Funding for 2015 Edition Teacher’s College Reading Units of Study Curriculums | | | | | | | | | | | |
| 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 | X | Title III, Part A | | Title III, Immigrant |
| | C4E | | 21 st Century Grant | | SIG/SIF | | PTA Funded | | In Kind | | Other |

Part 5 – Progress Monitoring

| |
|---|
| Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. |
| By February 2016, there will be an 80% increase in the coherence of pedagogical practices across grades as measured by teacher instructional practices demonstrated during informal and formal observations. |
| 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.

As stated in the 2013-2014 Quality Review, we will continue to build a culture for learning that emphasizes high expectation of college and career readiness for all students, incorporating additional structures that support students, staff and families towards that goal. (3.4)

Part 2 – Annual Goal

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

By June 2016 there will be an increase in structures to build a culture for learning that emphasize high expectations of college and career readiness for all students.

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>Conduct a series of college and career readiness workshops for parents.</p> | <p>Parents</p> | <p>September 2015-June 2016</p> | <p>Teachers, Parent Coordinator, Network personnel, and Administrators.</p> |
| <p>Students will set academic and social goals across the school year.</p> | <p>Students</p> | <p>September 2015-June 2016</p> | <p>Teachers, social worker, guidance counselor, and Administrators.</p> |

| | | | |
|--|----------|---------------------------|--|
| Saturday Academy and/or Extended day time for the students to further address the Capacity Framework element of Trust. | Students | January 2016 – April 2016 | Teachers, social worker, and Administrators. |
| | | | |

Part 4 – Budget and Resource Alignment

| | | | | | | | | | | | |
|---|----------|---|--------------------------------|--|------------|--|------------------|---|-------------------|--|----------------------|
| Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc. | | | | | | | | | | | |
| Funding for per session for the teachers and an administrator for the Saturday Academy, and extended day times. | | | | | | | | | | | |
| Scheduling for the Saturday Academy and after school extended day times for the students. | | | | | | | | | | | |
| Literacy and math consumables for the students and teacher editions, and workshop materials for the parents. | | | | | | | | | | | |
| 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 | X | Title III, Part A | | Title III, Immigrant |
| X | 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 will complete a student goal reflection sheet indicating the status of their goals by January 2016. | | | | | | | | | | | |
| Parents will complete an end of workshop reflection sheet after each session - October 2015, & May 2016 . | | | | | | | | | | | |
| Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable. | | | | | | | | | | | |

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

Section 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.

As stated in our 2013-2014 Quality Review, expand the alignment of instructional practices and school beliefs on how students learn best, to curricula, using the Danielson Framework to drive interventions that improve the quality of work by all students. (1.2) Lessons showed limited use of high quality extensions to address the needs of higher performing students, thus reducing the school’s ability to advance those students to more rigorous tasks that deepen their learning and enhance their work products.

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 90% of the teachers will design and implement more rigorous and cognitive engaging tasks that will meet the needs of all students as evidenced by an increase in student engagement and inquiry for high performing students.

Part 3 – Action Plan

| <p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. | <p>Target Group(s) <i>Who will be targeted?</i></p> | <p>Timeline <i>What is the start and end date?</i></p> | <p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p> |
|--|--|---|--|
| <p>Teachers will design lessons using the Depth of Knowledge higher levels, to create more rigorous tasks.</p> | <p>All teachers</p> | <p>October 2014- June 2015</p> | <p>Grade lead teacher, Assistant Principal, and Staff developers.</p> |

| | | | |
|---|--------------|-------------------------|--|
| Professional development in designing lesson plans utilizing the higher levels of the Depth of Knowledge and the Danielson Framework. | All teachers | October 2014- June 2015 | Teachers' College Staff Developers, Lit Life Staff Developers, Lead teacher, Assistance Principal. |
| Teachers will utilize targeted instructional strategies to enhance students' fluency and reading comprehending skills. | All teachers | October 2014- June 2015 | Grade lead teacher, Assistant Principal, Teachers' College Staff developers, Lit Life Staff Developers |
| Teachers will utilize targeted instructional math strategies to enhance students' abilities to solve word problems and to enhance students' problem solving skills. | All teachers | October 2014- June 2015 | Grade lead teacher, Assistant Principal, Principal |

Part 4 – Budget and Resource Alignment

| | | | | | | | | | | | |
|---|----------|---|--------------------------------|--|------------|--|------------------|--|-------------------|--|----------------------|
| Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc. | | | | | | | | | | | |
| <ul style="list-style-type: none"> • Teacher teams, Staff Developer, Assistant Principal, Principal for demonstration of modeling, developing norms and common language among teachers in the analysis of units of study, the Danielson Framework and Instructional Shifts for the subject/grade. • Scheduling Professional Development sessions during the Monday PD hours. • Funding for Teachers' College Staff Developers • Funding for teacher and administrator per session • Funding for substitute teachers – Classroom teachers attendance for on/off-site professional development training • Use of the NYC DOE resources such as the Common Core Library and Advance • Funding for the NYS Common Core aligned Eureka mathematics curriculum modules student consumables and workshop materials, such as professional texts, copy paper, ink | | | | | | | | | | | |
| 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 |
| X | C4E | | 21 st Century Grant | | SIG/SIF | | PTA Funded | | In Kind | | Other |

Part 5 – Progress Monitoring

| |
|--|
| Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. |
| By February 2016, there will be a 75% increase of lesson plans designed and implemented with the higher levels of the Depth of Knowledge categories and the Danielson Framework; targeted fluency and comprehension strategies; and targeted math problem solving strategies as evidence by formal and informal observations, and student work products. |
| Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable. |

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

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

Part 1 – Needs Assessment

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

As indicated in our 2013-2014 Elementary School Quality Snapshot school leaders received a rating of “Fair” for how clearly high expectations are communicated to students and staff.

Part 2 – Annual Goal

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

From September 2015 to June 2016 School leaders will continue to clearly communicate high expectations to students and staff through various mediums.

Part 3 – Action Plan

| <p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. | <p>Target Group(s) Who will be targeted?</p> | <p>Timeline What is the start and end date?</p> | <p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p> |
|--|---|--|---|
| <p>Distribute school-wide student non- negotiable expectations and homework policy to students and parents.</p> <p>Conduct and facilitate grade level curriculum meetings with parents</p> | <p>Students, Parents, and Staff</p> | <p>September 2015-March 2016</p> | <p>Principal, Assistant Principal, Parent Coordinator, Teachers</p> |

| | | | |
|--|----------------------|--------------------------|--|
| Distribute Faculty Handbook and School-wide expectations and Parent Handbook | Staff | September 2015 | Principal, Assistant Principal |
| Conduct and facilitate meetings with grade teams and out-of-classroom personnel addressing high expectations for grade and school. | Staff | September 2015-June 2016 | Administration, and Teachers' College Staff Developers |
| Create and distribute monthly grade-level curriculum newsletters to students and parents. | Students and Parents | September 2015-June 2016 | Teachers, Technology Teacher, Parent Coordinator, Principal, Assistant Principal |

Part 4 – Budget and Resource Alignment

| | | | | | | | | | | | |
|---|----------|---|--------------------------------|--|------------|--|------------------|---|-------------------|--|----------------------|
| Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc. | | | | | | | | | | | |
| Funding for consumable materials – copier paper, ink, folders, pens, college-ruled paper, and transparencies, etc. Projectors | | | | | | | | | | | |
| Funding for Teacher's College Staff Developer | | | | | | | | | | | |
| Funding for Teacher and Administrator per session | | | | | | | | | | | |
| 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 | X | Title III, Part A | | Title III, Immigrant |
| X | 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. | | | | | | | | | | | |
| Collect signature tear-offs from parents and students, Grade Team agendas and meeting attendance sheets with staff signatures, and Collect monthly grade level curriculum newsletters and store in a book held in the main office. | | | | | | | | | | | |
| 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.

To increase parent involvement in school-wide initiatives.

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) 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>Purchase and implement the DIBELS program to monitor the progress of students identified by the RTI team.</p> | <p>ELLs, High-need students K-5</p> | <p>October 2015-May 2016</p> | <p>Teachers, SETTS Teacher</p> |
| <p>Continue to implement the Reading Rescue program to support grade 1 and 2 students identified as high-need. Two</p> | <p>High-need students</p> | <p>July 2015-June 2016</p> | <p>Read Rescue Teacher</p> |

| | | | |
|--|----------------|--|--|
| teachers for grades 1 and 2 for summer school. Math and literacy consummables. Literacy trade books too. | grades 1 and 2 | | |
| | | | |
| | | | |

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. | | | | | | | | | | | |
| Students workbooks for math and literacy, dibels books for grades 1 and 2, funding for 2 teachers for summer school grades 1 and 2. | | | | | | | | | | | |
| 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 | X | 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. | | | | | | | | | | |
| | | | | | | | | | | |
| Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable. | | | | | | | | | | |

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

| Type of Academic Intervention Service (AIS) | Criteria for determining AIS services | Type of Program or strategy (e.g. repeated readings, interactive writings, etc.) | Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.) | When the service is provided (e.g. during the school day, before or after school, etc.) |
|---|--|---|--|--|
| English Language Arts (ELA) | | | | |
| Mathematics | | | | |
| Science | | | | |
| Social Studies | | | | |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | | | | |

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

| |
|--|
| Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified. |
| |

2b. High Quality and Ongoing Professional Development

| |
|--|
| Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS). |
| |

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

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

| Program Name | Fund Source (i.e. Federal, State or Local) | Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts) | Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan. | |
|------------------------|--|---|---|----------------------------------|
| | | | Column A Verify with an (X) | Column B Section Reference(s) |
| Title I Part A (Basic) | Federal | 308,900.00 | | |
| Title II, Part A | Federal | 86,107.00 | | |
| Title III, Part A | Federal | 11,200.00 | | |
| Title III, Immigrant | Federal | 0 | | |
| Tax Levy (FSF) | Local | 1,691,348.00 | | |

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP) Template

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

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The

school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

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

School-Parent Compact (SPC) Template

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

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

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 13 | Borough Brooklyn | School Number 256 |
| School Name Benjamin Banneker Elementary | | |

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 S. Hemphill | Assistant Principal B. Roberts |
| Coach type here | Coach type here |
| ENL (English as a New Language)/Bilingual Teacher L. Babolcsay | School Counselor Dr. Sam |
| Teacher/Subject Area type here | Parent M. Ballard |
| Teacher/Subject Area type here | Parent Coordinator T. Henry |
| Related-Service Provider K. Delessio | Borough Field Support Center Staff Member type here |
| Superintendent type here | Other (Name and Title) type here |

C. Teacher Qualifications

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

| | | | | | |
|---|----------|---|----------|---|--|
| Number of certified ENL teachers currently teaching in the ENL program | 1 | Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program | 2 | Number of teachers who hold both content area/common branch and TESOL certification | |
| 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] | | Number of teachers who hold both a bilingual extension and TESOL certification | |
| Number of certified ENL teachers <u>not</u> currently teaching in the ENL program | | 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] | | Number of special education teachers with bilingual extensions | |

D. Student Demographics

| | | | | | |
|--|------------|----------------------|-----------|---|--------------|
| Total number of students in school (excluding pre-K) | 308 | Total number of ELLs | 30 | 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 | 28 | Newcomers (ELLs receiving service 0-3 years) | 23 | ELL Students with Disabilities | 2 |
| SIFE | 0 | Developing ELLs (ELLs receiving service 4-6 years) | 3 | 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 | 24 | | | 4 | | | 0 | | | 0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Number of ELLs who have an alternate placement paraprofessional: 1

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 | 6 | 6 | 2 | | 6 | | | | | | | | 0 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | 1 | | 2 | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | 1 | | 1 | | | | | | | | | | | 0 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | | | | | | | | | | | | | | 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) | 0 | | 1 | 1 | 1 | 2 | | | | | | | | 0 |
| Emerging (Low Intermediate) | 1 | | 5 | | | 1 | | | | | | | | 0 |
| Transitioning (High Intermediate) | 2 | 2 | | | | | | | | | | | | 0 |
| Expanding (Advanced) | 1 | 4 | 2 | 1 | 1 | 3 | | | | | | | | 0 |
| Commanding (Proficient) | | | | | | | | | | | | | | 0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

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

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

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 Our school uses Teacher's college Reading and Writing Assessment as a tool to drive instruction. Three times a year we do a running record where we assess for reading comprehension and fluency. We utilize NYC Benchmark assessments (Periodic Assessments and Performance Assessment). We also have a writing assessment on both narrative and non-fiction writing where we assess grammar, descriptive language, vocabulary and form. these results give the teachers insight as to how they target their lessons and grouping.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Our Students perform better in listening and speaking. They are approaching standards in reading while struggling with the writing component.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 We have noticed that most of our ELLs become Advanced or Proficient in the combined modality of Listening and Speaking at a faster pace than they do in the combined modality of Reading and Writing. We are targeting our lessons to more effectively address the reading and writing components so our children can achieve proficiency in reading and writing at a faster pace.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?
 Our students only take Citywide tests in English so we can not compare their scores with native language tests. When we receive our periodic assessment results we target our intructions on the student's deficiencies.
- 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](#).]

When our students are assessed and are in need of intervention we develop a small group instruction model to supplement their needs for a determined period of time and assess them again to look for progress and evaluate if intervention works or if not we proceed to the next tier.

6. How do you make sure that a student's new language development is considered in instructional decisions?
The classroom teachers get the NYSESLAT results so that they see what modality their students are struggling in and adapt their lessons accordingly.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
When most ELLs in the program make gains in the NYSESLAT by advancing to the next level or testing out of the ESL program by scoring proficient in the NYSESLAT. Also when ELLs score high 2's, 3's or 4's on ELA and/ or math exams we feel that the program is successful.

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.
A number of structures are in place in order to ensure that the parents of ESL students at our school understand all of the program choices, options, and rights they are entitled to. At time of registration we inquire about the need for translation services. If so, we have two bilingual Spanish certified teachers (Spanish cluster teacher and ENL teacher) who do the translations and the interviews. We use the translation services if we encounter parents that speak other languages. Parents need to fill out the HLIS with the help of our bilingual teachers. Based on these responses we take it to the next level where we interview the parent and the child to ascertain that the child speaks another language. If so, the next step is for the ENL teacher to administer the NYSITELL to the child. This test must be administered within first 10 days of enrollment. If a child does not get a proficient score and the home language is Spanish, we immediately provide them with the Spanish LAB-R which is done completely in Spanish.
Each parent of a newly enrolled student who qualifies for ESL services is invited (via personal, written and/or telephone invitation) to an ESL parent orientation session. These are held in our school on an ongoing basis and scheduled at a time that enables at least one parent/guardian of each newly enrolled student to attend. At the parent orientation session, informational materials are provided and an information video is viewed by the parents in the language of their choice. In addition, an ESL teacher/bilingual school staff member offers additional counsel to parents in their native language in order to clarify the information and to ensure that the parents understand their transfer rights. Also, the ESL teacher or parent coordinator conducts any necessary follow ups to ensure that program selection and other forms are returned.
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).
When we get our Spanish LAB-R scores and said score is below two or more grade levels from where the child is placed then, we have an interview with parents about the schooling of the child. We will also have them fill out the SIFE questionnaire. Based on parents' responses and further reading and math assessment we can identify a SIFE student and what level the child really is at that point. This process is done within 30 days of enrollment.
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).
When ELLs come to this school with an IEP we have our CARE team (LPT) review it to make sure that placement is correct. The CARE team (LPT) is composed of the school psychologist, guidance counselor, SETTS teacher, parent coordinator, SAPIS counselor and ESL teacher.
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.
As soon as all NYSITELL scores are in, the ESL teacher makes sure that entitlement letters and non-entitlement letters are distributed to respective children, immediately followed by parent orientation.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).
During our parent orientation given by the ENL teacher, parents are informed of their right to appeal and told that they have 45 days as of day of enrollment to do so. If a parent does not make it to the orientation, we give ample opportunities for parents to get this information in a timely fashion. ENL teacher will speak to the parents at arrival, dismissal, phone conversations or a scheduled meeting to ascertain that they get the pertinent information..
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.
Within the first 2 days of getting NYSITELL scores, a parent orientation is given where ENL , Binligual and Dual Language programs are explained thoroughly to the parents so they can make an informed decision. If a parent does not make it to an orientation we schedule another orientation immediately via telephone or a face to face meeting. All parents of newly enrolled ELLs are notified within 1-5 days after orientation if they could not make it so they can reschedule. This invitation is offered as needed.
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.
If a parent does not hand in a Program Selection Form, the ESL teacher or Parent Coordinator will call the parent in to meet with them at an alternate date and time and help them fill out the form if needed. We currently don't have the number of students necessary to open up a bilingual program. Many parents want this type of program. So far we only have a freestanding ENL program.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
ENL teacher keeps a file of parent survey and program selection forms in her room . Administration has access to this file.
9. Describe how your school ensures that placement parent notification letters are distributed.
As soon as all NYSITELL scores are in, The ENL teacher distributes the notification letters of placement usually 1-2 days after orientation. Parents must sign and return letters to ENL teacher who keeps it in a file.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
HLIS is kept in the student's cumulative folder. Signed and returned Entitlement and non entitlement letters are kept in the ESL room on file and administration has access to such file. The ENL teacher is responsible for updating and upkeeping the file.
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.
First we send a letter to the parents so they prepare their children for the test. Then a schedule is prepared so each ELL is accounted for. After that, we make a NYSESLAT team composed of the test coordinator, ENL teacher, SETTS teacher and the Spanish teacher to administer the test. The ENL teacher goes to the training and brings back the information to train the team. We start with the individual speaking parts and then we administer the Listening to all the children, followed by the Reading and finally the Writing part of the test. If any child is absent we use the additional days to test these children.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
The ESL teacher sends these letters to parents as soon as the NYSITELL scores are processed. Students Bring back letters signed by parents.
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).
This year 4 out of 4 parents had Bilingual education as there number 1 choice. The previous year 4 out of 5 parents also chose bilingual education as their number one choice. We currently do not offer bilingual education since we don't have a sufficient number of children in the same grade, speaking the same language to make that class. Even though parents were informed that they can transfer their child to a school that offers this program, they turn down the transfer and leave their child in the Freestanding ENL program. We are in the process of advertising to the community to see if we get a sufficient number of children to open up the program.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.
We use a combined push-in and pull-out model to ensure maximum efficiency and to comply with the mandated minutes required for each language proficiency level. We place students heterogeniously in each class.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
As specified under CR Part 154, all our beginning and intermediate level English Language Learners receive 360 minutes of ESL instruction per week. Our advanced students receive the prescribed 180 minutes per week. The students that test out receive 90 minutes of support in their classroom per week. They also get extended time in their city wide assessments for two years after they test out.
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.
We are aware that any group of learners will be made up of students who are at different stages in their language acquisition and cognitive development; therefore we strive to provide instruction in such a way that addresses the needs of each ELL subgroup.
Newcomers at our school are serviced with the intention of giving them the language skills they need to function successfully in their new country, community, and school. They are placed with English-speaking peers in an age appropriate environment in order to present them with language acquisition opportunities and extrinsic motivation as well as support from their peers. Since many newcomers arrive with little or no English in any of the four language skill areas, our newcomers receive ESL services that are intended to provide both content area and second language instruction with the intent of developing both BICS (Basic Interpersonal Communication Skills) and CALP (Cognitive Academic Language Proficiency). Literacy and language development take place through student participation in the teachers college writing and reading workshop as well as more specialized instruction from their ESL teacher. The ESL and classroom teachers work together to make content area and language instruction accessible to students by employing sheltered English and a wide range of scaffolding techniques. In addition to these supports newcomers also receive extra attention through our after school programs, access to literacy technology (computer programs, recorded books, internet, etc), and additional academic intervention if needed.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
We have staff in our building who periodically question the children in their native language for comprehension of topics being taught and report findings back to the classroom teacher so they can plan according to the findings.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Throughout the year ELLs get an interim ESL assessment. they also get assessed periodically with the Rigby ELL assessment kit. As ELLs at our school reach proficiency by passing the NYSESLAT, they continue to receive extra attention in order to ensure academic success. This extra attention is given through peer tutoring, test preparations and ESL afterschool program. Classroom teachers continue their use of sheltered English to make input comprehensible for these students and design learning activities that connect new content to students' prior knowledge. Teachers also use graphic organizers, realias and other scaffolding techniques learned at our in house staff development sessions.
6. How do you differentiate instruction for each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status

. SIFE students are taught the foundations of the English language in conjunction with the content pertaining to their grade. We have the Spanish cluster who teaches foundations in Spanish for the Spanish speaking SIFEs.

Newcomers at our school are serviced with the intention of giving them the language skills they need to function successfully in school. They are placed with English-speaking peers in an age appropriate environment in order to present them with language acquisition opportunities and extrinsic motivation as well as support from their peers. Since many newcomers arrive with little or no English in any of the four language skill areas, our newcomers receive ESL services that are intended to provide both content area and second language instruction with the intent of developing both BICS (Basic Interpersonal Communication Skills) and CALP (Cognitive Academic Language Proficiency). Literacy and language development take place through student participation in the teachers college writing and reading workshop as well as more specialized instruction from their ESL teacher. The ESL and classroom teachers work together to make content area and language instruction accessible to students by employing sheltered English and a wide range of scaffolding techniques. In addition to these supports newcomers also receive extra attention through our after school programs, access to literacy technology (computer programs, recorded books, internet, etc), and additional academic intervention if needed. We have no long term ELLs but if we did we would place them in a small group so they can get extra support in the modality that they are struggling with until we see improvements.

As ELLs at our school reach proficiency by passing the NYSESLAT, they continue to receive 90 minutes per week through a push in model in a content area in order to ensure academic success. they also receive extended time during city wide testing.

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

The school ensures that the student's academic progress has not been adversely affected by the re-identification process by making sure that the ENL teacher services that student until a definite decision has been made.

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

At our school all ELLs that have Individualized Education Plans (IEP) are in self-contained classrooms. This population receives individualized instruction from their classroom teachers, teacher assistants (in some cases bilingual), and the ESL staff as prescribed by their IEP. They also receive sheltered English instruction and various scaffolding techniques that will aide in their language and content learning.

9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

We have our related service providers piggy back on what the classroom teacher is teaching to enhance our students' learning. We also use push-in as much as possible to maintain a balanced atmosphere. We also mainstream children that require more rigorous academics.

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.

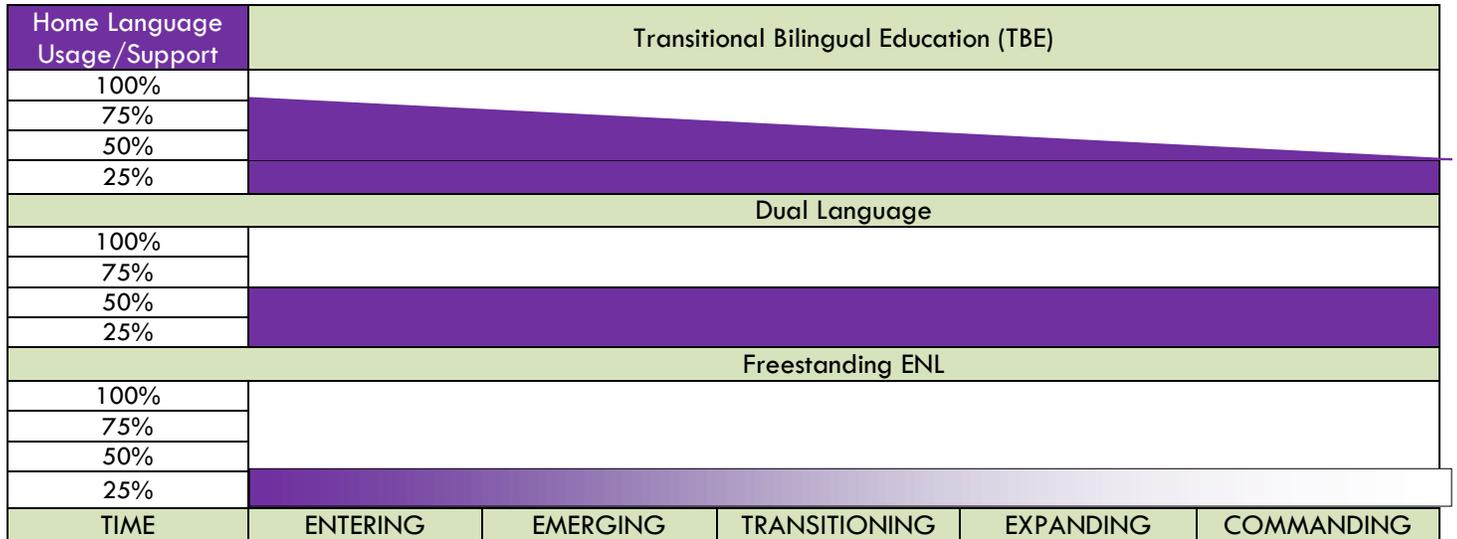


*Note “other approved services” does not apply to New York City at this time.

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.
Teachers use scaffolding techniques in their classrooms to accommodate the ELL population, and cooperative learning through math, science and social studies content areas to build all aspects of language proficiency including reading, writing, listening, and speaking. All teacher are also using small groups to more effectively target their instruction. All instruction is done in English.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
We are incorporating more Science and Social Studies in our reading selections to enhance content learning. Their language development is progressing at an adequate pace.
12. What new programs or improvements will be considered for the upcoming school year?
We will keep all programs being offered to our ELLs.
13. What programs/services for ELLs will be discontinued and why?
None of our programs will be discontinued.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
The ELL population at PS 256 is given equal access to all programs. They are invited to attend our After School and Saturday academy. We offer Intensive Reading and Math instruction during these programs.
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.
In order to support our Ells in reading and writing we use materials like Finish Line for ELLs , recorded books and websites that fosters learning. In addition we employ the help of our technology teacher to teach our students how to utilize technology to do research, create web page design and review typing skills and math skills. .
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Native language support is delivered through the use of dictionaries and by grouping students with a bilingual "buddy". The ESL teacher and paraprofessionals provide support as needed in the student native language.
The services, support and resources we provide our ELLs at PS 256, matches the student's age, grade and proficiency levels.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
All materials used are age and grade appropriate.
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).
We have our SPINS counselor who offers throughout the year all newly enrolled students opportunities to meet key staff and students and give them a tour of the school so that they feel like a part of this community. The ENL teacher also offers this support to all ELLs.
19. What language electives are offered to ELLs?
We offer a Spanish cluster.
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.)
In regards to professional development specifically tailored to ESL teachers, our ESL staff attends many workshops and professional developments courses offered by Teacher's College, the office of English Language Learners and BETAC (Bilingual/ESL Education Technical Assistance Center). Professional development is ongoing, after school, and during grade conference meetings. These workshops are provided by other teachers who turns key, the assistant principal and principal as well as professional consultants throughout the year. These trainings are another opportunity for all teachers to receive workshops geared toward the specific needs of our ELL population. Professional development focuses on using Fountas and Pinnell Benchmark assessment system to assess all students. This data is then used to map out instructional strategies that are geared toward individual, small group, whole class, and differentiated instruction for all English Language Learners. This program will also provide systemic supplement of professional development based on proven methods of early detection and on English Language Learners intervention and support program. The ESL teacher offers support and suggestions to classroom teachers on a continuous basis. The ESL teacher provides classroom teachers ELL training as per jose P. throughout the school year.
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?
Teachers of ELLs also receive all in-house workshops pertaining to the Common Core Learning Standards and are sent out to different ENL workshops to gain new insight and ideas throughout the school year.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
The guidance counselor in conjunction with the SPINS counselor push into the senior classes throughout the year to explain and guide our ELLs in the middle School Application process and as to what is expected in Middle School.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
The ENL teacher is sent out to ENL workshops and turn key to the rest of the teachers of ELLs in the school. She also provides workshops throughout the year on key language and content support ideas. These workshops are on an ongoing basis throughout the year. They are recorded through agendas given at time of workshop.

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?
Teachers of ELLs in conjunction with ENL teacher have periodic meetings during parent engagement Tuesdays throughout the school year to discuss ELLs progress and recommendations. ENL teacher does translations in Spanish. If we need to translate another language we call the interpretation unit.
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.
We have a parent sign in sheet when meetings are scheduled most of our meetings are face to face. Occasionally we have phone conversations but we urge our ELL parents to come in to have face to face meetings.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
The school offers ongoing workshops for parents on how to help their children achieve succes. Our parent coordinator organizes and reaches out to all parents to participate in various events. Ex. ELA, MATH, Work shops. We also have Literacy night, Father and son night, etc. We survey our parents on their needs and based on the majority of responses we offer help or outreach.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
At the time this school is not partnering with any organizations to provide workshops to ELL parents but we are inquiring about it.
5. How do you evaluate the needs of the parents?
We survey our parents on their needs and based on the majority of responses we offer help or outreach.
6. How do your parental involvement activities address the needs of the parents?
The school offers ongoing workshops for parents on how to help their children achieve succes. Our parent coordinator organizes and reaches out to all parents to participate in various events. Ex. ELA, MATH, Work shops. We also have Literacy night, Father and son night, etc.

D. Additional Information

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

Paste response here:

Part VI: LAP Assurances

School Name: **256**

School DBN:

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
|------------------|---|-----------|-----------------|
| Sharyn Hemphill | Principal | | 9/30/15 |
| Belinda Roberts | Assistant Principal | | 9/30/15 |
| Terry Henry | Parent Coordinator | | 9/30/15 |
| Lucia Babolcsay | ENL/Bilingual Teacher | | 9/30/15 |
| Michelle Ballard | Parent | | 9/30/15 |
| Kathy Delessio | Teacher/Subject Area | | 9/30/15 |
| | Teacher/Subject Area | | |
| | Coach | | |
| | Coach | | |
| Dr. Sam | School Counselor | | 9/30/15 |
| | Superintendent | | |
| | Borough Field Support Center Staff Member _____ | | |
| | Other _____ | | |
| | Other _____ | | |
| | Other _____ | | |

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **13k** School Name: **256**
Superintendent:

Before you begin, please check the following:

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

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

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

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

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

In order to assess our school's written translation and oral interpretation needs and ensure that all parents are provided with appropriate and timely information in a language they can understand, we used classroom surveys. Classroom surveys gives us an idea of languages spoken, written and read in student's homes. We sent a survey home to each of our students inquiring as to whether or not the parent or guardian needed translation services for notices sent home. We also took an inventory of the HLIS for the ELLs in our program and an overview of the OTELE report for our school. We also used Students Emergency contact cards. We then tabulated the number of parents that spoke languages other than English and determined that there was a need for translation of notices and information about a child's academic performance, ways to increase student achievement and enhance the parents' understanding of academic standards, assessments and tests. We also provide information on parent communication needs for the Language allocation Plan for the school. The parent team and ESL Teacher confer with the parents by telephone, or on a one to one conferences about their individual needs.

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.

The parents' preferred languages for both written and oral communication are English, Spanish, Arabic and Bengali.

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.)

Our school sends out monthly calendars, Parent- teacher conference notices in November and March, After school letters in December, ELA, NYMath and NYSESLAT test in April, NYS science test in May and special workshops notices for parents throughout the year.

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

Our school holds face to face meetings with parents every Tuesdays for parent engagement. We have the parent-teacher conferences in November and March and curriculum night in mid September.

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.

We assessed the number of parents who needed translation services to effectively communicate at, curriculum nights, parent engagement, and Parent-Teacher conferences. We have staff members who speak Spanish and Arabic. Written translation is available when needed and the Translation Interpretation Unit is contacted to support school translations. The notices announcing events will be translated into the following languages: Spanish and Arabic. ELL parent orientation materials will also be provided in their native languages. Written translation services will be provided in-house by school staff, parent volunteers and the Language Interpretation Unit as needed. Teachers, paraprofessionals and school aides who are native speakers will translate these documents as needed basis. Also, we plan to have interpreters in Spanish, and Arabic. They will be available to the parents for events such as Curriculum night, parent engagement and Parent-Teacher conferences. Our translation team is composed of (Parent Coordinator, Bilingual Spanish certified Cluster teacher, Bilingual Spanish certified ENL teacher, Bilingual Spanish paraprofessional and Bilingual Arabic paraprofessional).

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

We will utilize our bilingual staff to translate our oral and written translations to parents. If needed we will also use the over- the- phone Translation and Interpretation Unit.

Part D: Training Staff on Policies and Procedures

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

During our Weekly meetings we review the information and contact numbers for Translation and interpretation Services Available to our staff. They will get a brochure to keep in their classrooms which contains all pertinent information. We ensure that all our staff receive an I Speak card which includes the phone numbers of the Translation and interpretation unit.

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

As per Chancellor's Regulation A-663 our school fulfills parental notification requirements by posting at the main entrance to the school, the Welcome Poster in the languages represented at our school for parents to see as soon as they walk in the building. We have the parents bill of Rights, Parents' Guide to Language Access and Language ID Guide at the security desk and main office so parents that speak other languages can better communicate their needs. parent coordinator and ESL teacher received training through the Translation and Interpretation unit. We turn key to school staff so they can request translation services as needed. .

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

The parent coordinator will provide parents with a survey to see if availability of services meet parents approval. We will also schedule a multicultural focus group to get feedback on how the school can better communicate with our multilingual families. We will call.