



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):

19K677

School Name:

EAST NEW YORK ELEMENTARY SCHOOL OF EXCELLENCE

Principal:

JUDY TOUZIN

School Comprehensive Educational Plan (SCEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: SCEP Overview

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

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

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

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

Section 1: School Information Page

School Information

School Name: East New York Elementary School of Excellence School Number (DBN): 19K677
Grades Served: Pre K-5th Grade
School Address: 605 Shepherd Avenue Brooklyn, NY 11208
Phone Number: 718-272-6075 Fax: 718-272-6257
School Contact Person: Judy Touzin Email Address: jtouzin@schools.nyc.gov
Principal: Judy Touzin
UFT Chapter Leader: Aracelia Cook
Parents' Association President: Aysha Gourdine
SLT Chairperson: _____
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

District: 19 Superintendent: Joyce Stallings-Harte
Superintendent's Office Address: _____
Superintendent's Email Address: jstalli@schools.nyc.gov
Phone Number: 718-240-2741 Fax: 718-240-2747

Borough Field Support Center (BFSC)

BFSC: Brooklyn North 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 School Comprehensive Educational Plan (SCEP) 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)
Judy Touzin	*Principal or Designee	
Aracelia Cook	*UFT Chapter Leader or Designee	
Aysha Gourdine	*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 School Comprehensive Educational Plan

The School Comprehensive Educational Plan (SCEP) 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 SCEP 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 SCEP 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 School Comprehensive Educational Plan (SCEP) 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 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.

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.

Accountability Tools 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 informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement

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 SCEP 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:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** 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 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** 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: SCEP 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.

Contextual Information

ENYESE is an elementary school in its sixth year. We currently serve approximately 580 scholars from Pre-kindergarten through 5th grade. Our theme for the 2014-2015 school year is "Nothing New, Everything Better". We selected this theme because of a recent partnership with Uncommon Schools that helped us to see that our challenges are less about *what* we have been doing and more about *how* we have been doing what we do. We are confident that we will see significant improvement in a few key areas as we live this theme this year.

Mission Statement

All ENYESE scholars think, speak, read, and write at a (progressively) high(er) level. They demonstrate this ability across content areas.

Vision Statement

ENYESE equips scholars with the knowledge, skills, and commitment to succeed in middle school, high school, college, and beyond AND to make positive contributions to their local and global communities.

Strategic Collaborations/Partnerships

Our partnerships are providing us with the means to improve on already established structures and school wide norms. This year ENYESE has partnered with the Uncommon Charter School Network by participating in a four part professional development series, with sessions around classroom management, guided reading, and math instruction. These sessions are supplemented by classroom visitations and debriefs.

Beth Gueller, a New York State Special Education Improvement Specialist, supports special education teachers, educational assistants, and other staff with workshops and coaching sessions pertaining to school and teacher designated goals as well as The Principles of Universal Design for Learning.

For a second year ENYESE is partnering with the Institute for Community Living, a local organization which provides counseling services to scholars and provides families with resources.

This is the second year in which The Cypress Hills after school program is providing child care and academic assistance for scholars. Arts East New York Inc. provides access and affordability to high quality artistic programming. In addition, East New York Partnership with the Homeless provides advocacy and legal advice for families in transitional housing.

Strengths/Accomplishments

We thoughtfully aligned our goals to specific areas for improvement as indicated by our previous year's quality review and school progress report. As a result, we noted the following improvements:

- Tenet 2: Each educator has received at least 4-6 observations by June 6, 2015. Each observation included specific actionable feedback directly aligned to the Danielson component(s) of focus.

- Tenet 3: Approximately 100% of our ELA and math units were developed using the schools rigorous unit planner that requires educators to strategically and explicitly imbed rigorous learning activities aligned to the CCLS and entry points that support UDL (representation, action and expression, engagement).

Accomplishments

As a school, we sincerely value our families and the community that we serve. As such we strive to develop and implement activities and initiatives that allow our partnership to grow and thrive. The below list is just a few of the events or offerings that we were able to implement during the 2014-2015 school year.

- Daddy and Me Dance
- 100 Book Challenge
- Kids Speak Out Magazine
- Disney's Aladdin Theater Troupe
- Washington DC Senior Trip
- Character Dress Up Day
- Career Day
- ENYSE's Annual Science Fair and Spelling Bee

Challenges

Tenet 4: We continue to receive feedback around the rigor of our curriculum and instruction. Specifically, we consistently receive feedback on the need to differentiate and ensure that all learning and instruction is aligned to CCLS while addressing student needs.

- Feedback from 2014-2015 PPO Visit: Develop teacher pedagogy that provides strong student engagement and requires challenging tasks informed by Danielson to meet the needs of all learners

Tenet 5: During end of year conversations, 85% of educators shared that consistency in the area of discipline remains the largest concern or area for improvement.

19K677 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	591	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		81.9%	% Attendance Rate	91.0%
% Free Lunch		84.4%	% Reduced Lunch	2.9%
% Limited English Proficient		7.7%	% Students with Disabilities	18.7%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		0.7%	% Black or African American	64.6%
% Hispanic or Latino		32.2%	% Asian or Native Hawaiian/Pacific Islander	2.0%
% White		0.4%	% Multi-Racial	0.2%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		5.34	# of Assistant Principals (2014-15)	2
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		2.2%	% Teaching Out of Certification (2013-14)	2.8%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.5%	Average Teacher Absences (2013-14)	7.96
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		12.9%	Mathematics Performance at levels 3 & 4	17.8%
Science Performance at levels 3 & 4 (4th Grade)		53.8%	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate		N/A		
Overall NYSED Accountability Status (2014-15)				
Reward			Recognition	
In Good Standing			Local Assistance Plan	
Focus District		X	Focus School Identified by a Focus District	X
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		NO		
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. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	E
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	E
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	D
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		

Part 2 – Annual Goal

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

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>

	Tax Levy		Title I SWP		Title I TA		P/F Set-aside		21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		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 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. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	D
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		

Part 2 – Annual Goal

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

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 and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>

	Tax Levy		Title I SWP		Title I TA		P/F Set-aside		21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		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 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. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		

Part 2 – Annual Goal

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

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? (include school, educational consultants and/or CBO staff)</i></p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
	<p>Tax Levy</p>		<p>Title I SWP</p>		<p>Title I TA</p>		<p>P/F Set-aside</p>		<p>21st Century</p>		<p>C4E</p>

	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		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 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. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		

Part 2 – Annual Goal

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

Part 3 – Action Plan

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

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p> </p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
	<p>Tax Levy</p>		<p>Title I SWP</p>		<p>Title I TA</p>		<p>P/F Set-aside</p>		<p>21st Century</p>		<p>C4E</p>

	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		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 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. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		

Part 2 – Annual Goal

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

Part 3 – Action Plan

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

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>

	Tax Levy		Title I SWP		Title I TA		P/F Set-aside		21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		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 at 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.		
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 strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals 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/information, 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 enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) 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	604,401.00		
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,246,412.00		

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 School Improvement 1003(a):** To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** To 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.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

- **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, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: 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 SCEP 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, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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 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 will 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 learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

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

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

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

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

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

Part A: School Information	
Name of School: ENY Elem School of Excellence	DBN: 19K677
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>24</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>1</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: After school: We will offer an after school program entitled "ESL Through Video Production" which will be taught by our certified ESL teacher and our art teacher. This program will be open to 8 students at a time, grades two through five, and will change rosters every 8 weeks. We will invite 4 advanced ELLs and 4 beginning ELLs every eight weeks. The students will use video cameras, tripods, dollies, lighting equipment, green screens, Mac computers, and iMovie to produce these shorts. The ESL students will learn how to plan, write, shoot, and edit short movies, all the while practicing and improving their English. The shorts will be written in English and performed in English. The treatments for the short films will resemble the descriptive paragraphs. After the treatment is complete, the script will be written. This will give our advanced students an opportunity to improve their writing skills in a fun, unique way. Based on NYSESLAT scores, writing give our advanced ELLs the most difficulty. Many of our beginning ELLs cannot yet communicate with others in English. They lack oral skills. Our beginning ELLs, including newcomers, will perform in the shorts. We will produce cue cards that our actors can read in our movies. After we shoot or edit for the day, students will either use Rosetta Stone on computers or read bilingual books. Licenses for the computer program Rosetta Stone K-12 will be purchased. Rosetta Stone K-12 can be used by the newcomers to the United States who need to acquire BICS. At PS 677K, there are 13 ELLs who have just arrived to the United States who need basic communication skills. Besides these newcomers, there are close to 20 other ELLs at ENYESE who have been in the United States for less than 1 to 2 years. These students are scattered across all grade levels. Rosetta Stone is also designed to help more advanced ELLs to acquire academic language (CALP) and to use more complex grammatical structures. This computer program integrates speaking, listening, reading, and writing for all skill levels. The certified ESL teacher will guide the students through the program and teach minilessons based on the content they are working on individually. We will use the language acquired through Rosetta Stone in our scripts. Students will be able to continue learning when they return home by using their username and password for the program online. Furthermore, Spanish and bilingual books will also be purchased for this after school program. Those newcomers who are not on computers will read independently in English or their native language (or the certified ESL teacher will read aloud a bilingual book in both Spanish and English). Literacy in any language must be fostered, and the tools they use to read in Spanish can be transferred over to their literacy in English. Students will be able to bring books home to continue reading with their families. The supervisor on site for this program, the principal, will not be paid through Title III.

-
Wednesdays and Thursdays, 2:20pm-3:50pm, Grades 2-5
24 students (8 every eight weeks)
24 weeks, from November to June
2 teachers: certified ESL teacher and art teacher

-
-
-
-
-

Part C: Professional Development

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

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

Begin description here: _____ In the Spring of 2015, the certified ESL teacher will register for a PD series entitled "Brain Research: Keeping ELLs in Mind," which is being offered by the DELLSS. This PD series will meet on five dates. The certified ESL teacher will then turn-key the information to his non-ESL certified colleagues during biweekly meetings. These biweekly meetings are conducted to coach non-ESL certified educators in ESL strategies. In the 2015-2016 school year, the certified ESL teacher will sign up to attend PD sessions offered by the DELLSS or the network CFN 606. The ESL teacher is already registered to attend "Constructing Deep Understandings with ELLs through Collaborative Academic Conversations," which is being offered by the network. The certified ESL teacher will attend this series on three dates: November 21 _____ st _____, December 19 _____ th _____, and January 23 _____ rd _____.

- Schedule (each classroom teacher has the largest concentration of ELLs in the grade):

the first grade teacher with the largest concentration of ELLs in the grade: 1 _____ st _____ and 3 _____ rd _____ Wednesdays from 9:50-10:15am

the second grade teacher with the largest concentration of ELLs in the grade: 1 _____ st _____ and 3 _____ rd _____ Mondays from 9:30-9:45am

the third grade teacher with the largest concentration of ELLs in the grade: 1 _____ st _____ and 3 _____ rd _____ Fridays from 12:25-12:45pm

the fourth grade teacher with the largest concentration of ELLs in the grade: 1 _____ st _____ and 3 _____ rd _____ Tuesdays from 2:30-2:50pm

- Meetings will take place the weeks of:

November 17, with each educator listed above, topic: how to use the NYSESLAT scores to inform your lessons and differentiate for ELLs, facilitator: the certified ESL teacher

December 1, with each educator listed above, topic: facilitating English conversations between beginning ELLs, facilitator: the certified ESL teacher

December 15, with each educator listed above, topic: breaking down math word problems for ELLs, facilitator: the certified ESL teacher

January 5, with each educator listed above, topic: differentiating for different learning styles/modalities (visuals, gestures, color coating, manipulatives), facilitator: the certified ESL teacher

January 19, with each educator listed above, topic: introducing and teaching vocabulary, facilitator: the certified ESL teacher

February 2, with each educator listed above, topic: mid-year reflection, facilitator: the certified ESL teacher

March 2, with each educator listed above, topic: scaffolding writing for ELLs, facilitator: the certified ESL teacher

March 16, with each educator listed above, topic: count/noncount nouns, facilitator: the certified ESL teacher

March 30, with each educator listed above, topic: testing strategies for ELLs / using bilingual dictionaries/glossaries, facilitator: the certified ESL teacher

April 20, with each educator listed above, topic: NYSESLAT schedule and format, facilitator: the certified ESL teacher

May 4, with each educator listed above, topic: subject-verb agreement, facilitator: the certified ESL teacher

Part C: Professional Development

May 18, with each educator listed above, topic: verb tense, facilitator: the certified ESL teacher

June 1, with each educator listed above, topic: plural nouns vs. possessive nouns, facilitator: the certified ESL teacher

June 15, with each educator listed above, topic: reflection, facilitator: the certified ESL teacher

Part D: Parental Engagement Activities

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

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

Begin description here: After school: When our after school students return home, they can log onto Rosetta Stone online and continue to learn with their entire family. Parents of ELLs often do not speak English as well, and they will benefit from working with their children. Levels may be repeated in Rosetta Stone, and a parent may want to start from the very beginning. By learning English, parents will be modeling for their children. Moreover, they will be better equipped to help their children with their schoolwork.

Every Wednesday and Thursday at 3:35pm, parents will return home with their child and will use Rosetta Stone together for a minimum of 30 minutes. Parents and their children are also welcome to use the program at any other time they wish.

In addition, throughout the year our school holds workshops for families. For example, Family Math Night just took place in October 2015. Parents come with their children to participate together. Parents who do not speak English will be able to participate because there will be specific rooms designated for their language group. A facilitator will work with them in their home language so that they can be involved in their children's education.

Parents of ELLs will be invited to participate in a Title III orientation, which will introduce them to the activities their children will partake in during the Title III after school program. This orientation will be provided on Tuesday, November 25, 2014 from 2:30-3:00pm (no Title III money must be used for this event). This event will be facilitated by the certified ESL teacher.

The parents of ELLs that are participating in the Title III after school program will be invited to a Rosetta Stone orientation on Tuesday, December 9th, 2014 from 2:30-3:00pm. During this orientation, the parents will learn how to access and use the program with their children at home.

Parents of ELLs will also be invited to participate in NYSESLAT Night, taking place on Tuesday, March 24th, 2015 from 2:30-3:00pm (no Title III money must be used for this event). During NYSESLAT Night, parents and their children will learn more about the test that is quickly approaching. This event will be facilitated by the certified ESL teacher.

Part E: Budget

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

Allocation Amount: \$ _____

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

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

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

District 19	Borough Brooklyn	School Number 677
School Name East NY Elementary School of Excellence		

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 Janet Huger	Assistant Principal Bryant Brown
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher Jason Taruskin	School Counselor
Teacher/Subject Area Effua Oginga/ENL	Parent
Teacher/Subject Area	Parent Coordinator
Related-Service Provider	Borough Field Support Center Staff Member
Superintendent	Other (Name and Title) Shondel Fraser, Pupil Accounti

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

D. Student Demographics

Total number of students in school (excluding pre-K)	567	Total number of ELLs	77	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	<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5
	<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): #INGEST ERROR!
Dual language program (DL)	Yes <input type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s):
Freestanding ENL	Yes <input 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											77	69	10	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	0	Newcomers (ELLs receiving service 0-3 years)	8	ELL Students with Disabilities	0
SIFE		Developing ELLs (ELLs receiving service 4-6 years)		Long-Term (ELLs receiving service 7 or more years)	

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE							0			0
DL							0	69		0
ENL	8		1	0			77	69	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

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	SELEC T ONE Alban ianAr abicB engal iChine seFre nchHa itianK orean Polish Punja biRuss ianSp anish Urdu Yiddis h		0
SELECT ONE —											0	SELEC T ONE Alban ianAr abicB engal iChine seFre nchHa itianK orean Polish Punja biRuss ianSp anish Urdu Yiddis h		0
SELECT ONE —											0	0	0	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	ELL	EP														
SELECT ONE —															0	0	SELEC T ON EAlb ania nAr abic	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																	
																		Bengali Chinese French Haitian Korean Polish Punjabi Russian Spanish Urdu Yiddish			
SELECT ONE _____																0	0			0	0
SELECT ONE _____																0	0	0	0	0	0
TOTAL	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			0	0
SELECT ONE _____						0	0			0	0

**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	0	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): 12

Number of students who speak three or more languages: 2

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	14	8	7								58			0
Chinese											0			0
Russian											0	3	2	0
Bengali	1		1								7			0
Urdu											0	1		0
Arabic	1	1	2								8			0
Haitian	1	1	1								3			0
French											0			0
Korean											0			0
Punjabi											0			0
Polish											0			0
Albanian											0	Fulani		0
Other											1	14	15	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	2	2	2								12	1	2	0
Emerging (Low Intermediate)	1	2	1								9	0	2	0
Transitioning (High Intermediate)	4	0	1								9	8	6	0

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Expanding (Advanced)	5	3	4								32	0	0	0
Commanding (Proficient)	1	2	1								4	11	11	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

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

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

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

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	11	4	2	0
4	0	6	3	2	0
5	0	5			0
6		0			0
7		0			0
8		0			0
NYSAA		0	5	1	0

NYS Math

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math ____				
Chemistry				
Earth Science				
Living Environment				
Physics				
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						Initially, we use the NYSITELL to assess reading and writing skills. The NYSITELL	The 2015 NYSESLAT results reveal that over 50 percent (34 out of 66) of the ELL	The Data Analysis and AMAO Estimator Tool allows us to automatic

						<p>provides insights about our ELLs. We use this tool to find their English proficiency level: Entering (beginning), Emerging (low intermediate), Transitioning (high intermediate), Expanding (advanced), or Commanding (proficient). We also test all incoming students using the Fountas & Pinnell Benchmark Assessment System 1. We assess the incoming student's phonics and word analysis, as well as their incoming reading level. We use the Fountas and Pinnell assessment system to assess</p>	<p>students who received services via the freestanding ESL program at PS 677K throughout the 2014-2015 school year scored at least one proficiency level higher than the previous year (at least one or two levels higher than their NYSITELL score from 2014-2015 or their Spring 2014 NYSESLAT score), including four students who scored Commanding (proficient). Of the 47 ELLs that are still attending PS 677K in 2015-2016 and took the NYSESLAT in 2015, 26</p>	<p>ally estimate the AMAOs 1 and 2 in our school. The tool allows us to project our status through the 2016-2017 school year. With this tool we can compare to benchmarks set by NYSED. This tool allows us to copy and paste data from easy to access ATS reports, calculate AMAO 1 and 2 statuses, and project these statuses through the 2016-2017 school year.</p>
--	--	--	--	--	--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

						<p>the early literacy skills of our ELLs. The Fountas and Pinnell assessment system also provides insights about our ELLs. The system helps us to identify the proficiency level of our ELL scholars in reading, writing, listening and speaking. For our newest ELL scholars, F&P gives us specific data around their ability to identify letter sound correspondence and phonemic awareness. This helps to inform our school's instructional plan by providing data points that we use to develop our ELL and RTI plans. We</p>	<p>(55%) scored Expanding and 2 (4%) scored Commanding. The most growth was in the 4th grade class of 2014-2015. Six out of our nine 4th grade students (67%) progressed to a higher proficiency level, including two that scored Commanding (one of which did not return to PS 677K in the Fall). The least growth was in the third grade, in which only two out of 12 (17%) showed progress, although it is hard to show progress in that grade because 9 out of the 12 students (75%)</p>	
--	--	--	--	--	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

						<p>use this data to help decide which scholars will receive Tier 1 solely based on their level of proficiency and which scholars will receive Tier II or Tier III academic intervention. In addition, an in-house created baseline assessment is administered to every ELL. This assessment is based on the NYSESLAT, and tests their speaking, listening, reading, and writing skills. For the kindergarten students, newcomers, and incoming transfers, this assessment gives us specific</p>	<p>were already advanced (2014 NYSESLAT level) when they took the NYSESLAT in 2015. The 2015 NYSITELL results reveal the opposite: 62% of the incoming students scored Entering or Emerging. Only 38% of the incoming students scored Transitioning or Expanding.</p>	
--	--	--	--	--	--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

						data about their ability to identify letters and their sounds, their ability to write letters, and their ability to read sight words.		
--	--	--	--	--	--	---------------------------------------------------------------------------------------------------------------------------------------	--	--

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.
 - The 2015 NYSESLAT results reveal that over 50 percent (34 out of 66) of the ELL students who received services via the freestanding ESL program at PS 677K throughout the 2014-2015 school year scored at least one proficiency level higher than the previous year (at least one or two levels higher than their NYSITELL score from 2014-2015 or their Spring 2014 NYSESLAT score), including four students who scored Commanding (proficient). Of the 47 ELLs that are still attending PS 677K in 2015-2016 and took the NYSESLAT in 2015, 26 (55%) scored Expanding and 2 (4%) scored Commanding. The most growth was in the 4th grade class of 2014-2015. Six out of our nine 4th grade students (67%) progressed to a higher proficiency level, including two that scored Commanding (one of which did not return to PS 677K in the Fall). The least growth was in the third grade, in which only two out of 12 (17%) showed progress, although it is hard to show progress in that grade because 9 out of the 12 students (75%) were already advanced (2014 NYSESLAT level) when they took the NYSESLAT in 2015. The 2015 NYSITELL results reveal the opposite: 62% of the incoming students scored Entering or Emerging. Only 38% of the incoming students scored Transitioning or Expanding. 73% of last year's kindergarten students scored Expanding, 55% of last year's 1st grade students scored Expanding, 46% of last year's 2nd grade students scored Expanding, 46% of last year's 3rd grade students scored Expanding, 56% of last year's 4th grade students scored Expanding or Commanding, and 56% of last year's 5th grade students scored Expanding or Commanding . Although our ELLs are faring well on the NYSESLAT (an average of 55% of ELLs scored Expanding or Commanding at each grade level), they are not faring as well on exams in English (such as the NYS ELA exam), as compared to exams taken in their home language (for example, the NYS Math exam). 4 out of the 11 students who took the State Math Exam in their home language scored a 2. Overall, 12 of our ELLs scored a 2 on the State Math Exam; only 6 ELLs scored a 2 or 3 on the ELA exam.
 - We have not administered the official ELL Periodic Assessments for the past couple of years. However, we create an ELL periodic assessment that we administer every 6 to 8 weeks. ELL periodic assessments inform our teachers of our ELLs deficiencies, as well as their strengths in speaking, listening, reading, and writing. This gives them a direction to take for each ELL in their classroom.
 - Home language is occasionally used to clarify directions during our ELL periodic assessments in ENL. This is to ensure that the ELLs understand the instructions and produce the best possible result.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades? We use data to guide instruction for our ELLs. We group the ELLs according to our data. The students in Tier 1, our advanced ELLs, only receive push-in four periods a week. Our Tier 2, intermediate and beginning, ELLs receive a combination of push-in and pull-out, for extra attention in a small group setting. Our Tier 3 students in ENL, the newcomers to the country, receive extra periods of instruction in small groups to meet their specific needs.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Our ELLs receive a variety of supports throughout instruction. Our ELLs receive native language support in their classrooms. Scaffolds include visuals (pictures, videos, etc.), modeling, gesturing, kinesthetic activities, and choral repetition. Newcomers to the country are paired with students who speak their language. One of our students has a bilingual paraprofessional to assist and guide her. 58 out of our 77 ELLs are Spanish-speaking, and four out of the six educators with the largest concentration of ELLs are bilingual in Spanish. Instructional points are translated into the students' native language. Newcomers to the country are encouraged to read and write in their home language, and as they acquire English, to use the English words they learn in their writing. Any newcomers to the country that are in first through fifth grade receive additional homework assignments to fulfill their language needs. Any notices that are sent home with our ELLs are translated into their native language. ELLs receive time extensions for class exams and receive time and a half for state exams. Except for reading and writing exams, all exams are translated into the child's native language. Students receive the official translations and bilingual glossaries for state exams.

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

N/A

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

We administer in-house interim/periodic assessments in order to evaluate the progress of our ELLs throughout the year. We can also measure the success of our ENL program by looking at our NYSESLAT scores. The 2015 NYSESLAT results reveal that over 50 percent (34 out of 66) of the ELL students who received services via the freestanding ESL program at PS 677K throughout the 2014-2015 school year scored at least one proficiency level higher than the previous year (at least one or two levels higher than their NYSITELL score from 2014-2015 or their Spring 2014 NYSESLAT score), including four students who scored Commanding (proficient). Of the 47 ELLs that are still attending PS 677K in 2015-2016 and took the NYSESLAT in 2015, 26 (55%) scored Expanding and 2 (4%) scored Commanding. The most growth was in the 4th grade class of 2014-2015. Six out of our nine 4th grade students (67%) progressed to a higher proficiency level, including two that scored Commanding (one of which did not return to PS 677K in the Fall). The least growth was in the third grade, in which only two out of 12 (17%) showed progress, although it is hard to show progress in that grade because 9 out of the 12 students (75%) were already advanced (2014 NYSESLAT level) when they took the NYSESLAT in 2015.

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

During our registration process, every family must fill out a Home Language Identification Survey which includes the informal oral interview in English and the families' native language. Our pupil accounting secretary, Ms. Shondel Fraser, distributes the HLIS (and all other forms used in the intake process) and a certified ENL teacher conducts the informal interview and administers the HLIS. This ENL teacher is sometimes aided by a translator, who ensures that the families understand what is being asked of them on the survey. In addition, within the first 10 school days the ELL Coordinator extracts each HLIS from the cumulative folders of all new registrants. The ELL coordinator reviews each HLIS for accuracy and completeness and proceeds to sort the surveys into categories; English Dominant and Dominant in a language other than English. If 1 or more is checked off in the "other" box in numbers 1-4, and 2 or more is checked off in the "other" box in numbers 5-8, the student is eligible to take the NYSITELL exam. The ELL Coordinator interviews and assesses each scholar. We use the information gained through each interview in conjunction with the HLIS to determine whether or not a student should be given the NYSITELL. The pupil accounting secretary is notified of each student's home language. The ELL Coordinator prints the NYSITELL answer documents from ATS on the RLBA screen. The ENL certified educators administer the exam to each eligible student and then scans the documents back to ATS. The Spanish LAB exam is also administered to students whose home language is Spanish. The ELL Coordinator sends an Entitlement letter to each student who is determined to be an ELL. After the Parent Orientation, at which parents complete the Parent Survey and Program Selection Form, the ELL Coordinator inputs the parent's program selection on the ELPC screen of ATS. ALL HLIS forms are signed by the ENL certified teacher who completed them, and placed in students' cumulative folders by our pupil accounting secretary.

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?

When the HLIS is administered, parents are asked about their child's prior education. If there appears to be a gap of two or more years in their education, the SIFE questionnaire will be administered. The baseline ELL assessment may also be administered, as well as a F & P running record.

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

Paste response to question here:

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.

We send entitlement and non-entitlement letters home with each student that has been identified as an ELL the same day that the answer document is scanned and the score is determined, which is usually a couple of minutes after the document is scanned. We make follow up phone calls, with the use of an interpreter, to confirm the parents' understanding of the letter, and to verify whether they can attend the parent orientation. If a parent does not attend the orientation, they are invited to another orientation. All correspondence is in the parent's native language. If the parent still does not attend the second orientation, a Parent Survey and Program Selection form is sent home with an explanation of how to access the video online and what steps to take from there. If this survey is not completed and returned, another phone call is made to complete the survey over the phone. All Parent Survey and Program Selection forms are filed in the students' cumulative records and a copy of them are kept in the ELL Records Binder.

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).

At the Parent Orientation meetings, we inform the parents that they have the right to appeal their child's ELL status within 45 days of enrollment. Interpreters are available at these meetings to ensure that the parents fully understand their rights.

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).

After the NYSITELL is administered and a student is identified as one who is eligible to receive ELL services, the ELL Coordinator sends home an entitlement letter and contacts the families by phone as well to invite them to an ELL Family Orientation (within the first 10 school days). With the aid of interpreters, the ELL Coordinator conducts the orientation in the families' home language and English. We explain the ELL identification process, and show a video which gives more information about the ELL programs and the parents' choices.

After the video is shown during the family orientation, we answer any questions families may have and preview the Parent Survey and Program Selection form. This survey is a double-sided document in both the families' home language and in English. We provide families with an opportunity during the orientation to fill out the parent choice survey and after parents complete the form, we collect, review, and file them. These letters are copied and placed in an ELL Records Binder each school year. The original is placed in the child's cumulative record. If their program of choice becomes available, they will be notified immediately. A letter will be sent home in order to notify them of this change and to invite them to attend an informational meeting about the change.

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.

If a parent does not attend the parent orientation, a letter is sent in both English and their home language explaining how to access the orientation video online, and how to fill out the Parent Survey and Program Selection form. The survey is attached in both English and their home language. If the Parent Survey and Program Selection form is not returned in a timely manner, the parent is contacted in their home language to remind them to return this document. If the parent fails to return this document, a Default Program Placement Letter is sent home, explaining that "as per New York State's Commissioner's Regulations Part 154, not selecting an ELL program is the equivalent of selecting a bilingual program."

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).

If the parent fails to return this document, a Default Program Placement Letter is sent home, explaining that "as per New York State's Commissioner's Regulations Part 154, not selecting an ELL program is the equivalent of selecting a bilingual program. However, at the current time, due to insufficient numbers, our school only has ENL/ESL, which is the program your child was placed into."

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.

As soon as the Parent Survey and Program Selection form is complete, placement notification letters are sent home with the child, in both English and their home language.

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 Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

Every official document is photocopied. The copy goes into the school's ELL Compliance Binder and the original goes into the student's cumulative file.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. In order to ensure that all qualifying ELLs receive the NYSESLAT annually, the ELL Coordinator accesses the RLER report on ATS. The RLER is checked regularly from the very beginning of the year until the end of the year. The RLER is used to determine eligibility for the NYSESLAT and NYSITELL. When it is determined who will be tested, the ELLs are pulled by grade in small groups to complete the listening, reading, and writing sections of the NYSESLAT (during the time frame allotted for the exam). They are brought to a separate location. The ENL certified teachers administer the NYSESLAT. Pedagogues who do not teach ELLs throughout the year are enlisted to score the writing section. The speaking section is administered to one student at a time during the time frame allotted. A pedagogue who does not teach ELLs throughout the year is enlisted to sit side by side with the ENL teacher to score the speaking section. If a student is absent for any portion of the NYSESLAT, that student is administered the section(s) that they missed individually.
9. Describe how your school ensures that placement parent notification letters are distributed. On the first day of school, continued entitlement and transitional support parent notification letters are sent home with each student who had scored Entering, Emerging, Transitioning, or Expanding on the NYSESLAT in the spring.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). This year, 21 parents chose Transitional Bilingual, 5 chose Dual Language, and 24 chose ENL. Last year, 19 chose Transitional Bilingual, 6 chose Dual Language, and 22 chose ENL. ENL continues to be the most popular choice among our parents. For the past four years, we have not had 15 parents across two contiguous grades choose Transitional Bilingual, and, therefore, we have never opened up a Bilingual class.
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. Our integrated ENL classes are heterogeneous. On each grade level, for 180 minutes per week, an ENL teacher pushes into one classroom with all of the ELLs in that grade. The ENL teacher and the classroom teacher coteach using various models: parallel teaching, team teaching, etc. Our standalone ENL classes are homogeneous; these groups consist of only Entering and Emerging students. These students are pulled out of their classrooms and brought to a separate location in small groups (under 10). The standalone groups are arranged according to the NYSESLAT bands: there is a kindergarten group, a 1st and 2nd grades group, a 3rd and 4th grades group, and a 5th grade group. The time allotment is based on the regulations of the CR Part 154. The instruction is aligned with the Common Core State Standards. The ENL teacher collaborates with classroom teachers about curriculum and students' abilities, needs, and accomplishments. Once a week, the ENL teacher meets with each co-teacher individually to plan for the following week.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. N/A
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). N/A

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.

Entering and Emerging students receive at least 180 minutes of integrated ENL instruction per week, and at least 180 minutes of standalone ENL instruction per week. Transitioning and Expanding students receive at least 180 minutes of integrated ENL per week. Commanding students receive 90 minutes of integrated ENL per week.
 - b. TBE program. *If applicable.*

Each ENL class uses content to drive language instruction. The SIOP model is used to deliver instruction in the integrated ENL classes, and ELA is used to drive instruction in the standalone ENL classes. ENL instruction includes, but is not limited to, the use of pictures, videos, manipulatives, gestures, role-playing, chants, and songs to make content comprehensible, and to foster language development. The ENL teacher provides content area support for all ELLs during the integrated ENL classes. Certain teachers are able bilingual and can use the students' native language to make content comprehensible. In every classroom, every ELL is paired up with a bilingual peer who can help direct them and clarify instruction. We have bilingual Spanish, Bengali, and Arabic language books in our classroom libraries for our ELLs. All ELLs are held to the same CCSS. Any assignments are scaffolded appropriately for each ELL. Class trips provide the ENL teacher opportunities for discussion, language experience approach, and reinforcement of topics being taught in the classroom. Students in grades three through five have been provided with the NYS Bilingual Glossaries for mathematics, social studies, and science to aid them throughout the year and on their state exams. ELLs receive testing modifications which include time and a half, testing in a separate location, and the simultaneous use of English and Alternative Language Editions on state assessments (except ELA).
 - c. DL program. *If applicable.*

We administer the Spanish LAB to Spanish-speaking ELLs at the beginning of the year.
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)?

Throughout the year, students are assessed in listening, speaking, reading, and writing. The ENL teachers have created a periodic assessment that uses the NYSESLAT test sampler exams that are provided through <http://www.p12.nysed.gov/assessment/nyseslat/>. This periodic assessment also consists of material in the Attanasio & Associates program Getting Ready for the NYSESLAT, as well as elements taken from the kindergarten baseline exam. All four modalities can be fully evaluated through this assessment. The ENL Coordinator has scheduled these exams to occur in September, the beginning of November, the end of December, the beginning of February, the end of March, then the NYSESLAT is in April and May, and lastly, one in June. Roughly every 6 weeks a periodic assessment is given.
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.
 - a. At the present time, we do not have any SIFE students. However, in the event that we have SIFE students, SIFE students will receive AIS services in both reading and math. They will receive age and grade appropriate instruction that is scaffolded to make the content comprehensible.
 - b. Students that have been in U.S. schools less than three years receive constant exposure to vocabulary and literacy instruction using a variety of manipulatives, gestures, videos, and pictures. We want our newcomers to make a smooth assimilation and to start communicating. The students who have just arrived to the United States receive alternative homework assignments designed to improve their BICS and build their Tier I vocabulary. During the 8 periods that they are serviced, these newcomers are paired with bilingual students who guide them through the lesson. If they can write in their native language, they may use their L1 to write and answer questions, and eventually integrate their L2, which is English.
 - c. ENL students who have been receiving services four to six years are taught reading skills and strategies to help them comprehend what they are reading, master the common core learning standards, and ultimately achieve grade level or above grade level scores on the NYS ELA exam. Lesson plans are modified and differentiated for these students to ensure they can fully engage in the lesson and learn the objective that is being taught.
 - d. At the present time, we do not have any long-term ELLs. Long-term ELLs will be taught reading skills and strategies to help them comprehend what they are reading, master the common core learning standards, and ultimately achieve grade level or above grade level scores on the NYS ELA exam. Lesson plans will be modified and differentiated for these students to ensure they can fully engage in the lesson and learn the objective that is being taught. These students will also receive AIS services to supplement

their ELA and math lessons.

e. Former ELLs continue to receive two 45 minute periods of ENL per week for one year. Former ELLs are also eligible for ELL testing accommodations, such as time and a half on exams, for up to two years.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
Between 6 and 12 months from the date of the superintendent's notification to the principal, parent, or guardian, the principal must review the re-identification process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with the ENL Coordinator, the parent/guardian, and the student. If the principal believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the student and may reverse the determination within this same 6-12 month period.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Teachers who service ELL-SWDs have access to their IEPs. The ELL-SWDs receive all services mandated on their IEPs. If an ELL-SWD has an IEP which mandates ENL instruction, they are serviced by the ENL teacher accordingly. If an ELL-SWD's IEP mandates bilingual instruction, we will inform the parent that we do not have a TBE program at the present time and offer to request an alternate paraprofessional who can provide native language support.
Every classroom has a leveled library, as well as a section for books in languages other than English. Teachers of ELL-SWD use a variety of supports to make content comprehensible, such as, but not limited to, scaffolding, wait time, visuals (pictures, videos, etc.), modeling, gestures, small groups, and kinesthetic activities. Content is on grade-level and meets the needs of the CCLS, but is scaffolded to make content comprehensible.
The strategies teachers employ include, but are not limited to role-playing and components of a Balanced Literacy program. This includes shared reading, shared writing, interactive writing, guided and independent reading, and read alouds. We use graphic organizers and cooperative learning, which provides ELLs with an opportunity to engage in accountable talk. Furthermore, ENL instruction utilizes pictures, games, dramatization, text representations, and manipulatives, chants, songs, poems and charts to help them acquire language skills.
6. How do you differentiate instruction for each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL statusThe ENL teachers meet with the IEP team and the Special Education teachers to discuss how we can target each child's individual needs. Our school ensures that flexible programming is used to maximize time spent with non-disabled peers. Those students in a 12:1:1 class only receive instruction in a standalone small group setting. Some ELLs are in ICT classes and are with non-disabled peers all day. The school psychologist conducts a number of tests to determine where the child falls on the spectrum. Depending on what type of disabilities the child has and how serious those disabilities are, the child is placed either in general ed, ICT, or 12:1:1. Based on the findings, the school psychologist writes the IEP that is decided upon, and the child is placed in the appropriate setting. A bilingual school psychologist may be assigned in order to produce the most accurate results.
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.
AIS is offered to ELLs who are reading below grade level or need intervention. In AIS, students work in a small group (not larger than 4:1) on phonics, phonemic awareness, sight words, and comprehension skills. Speech is also offered in our school. Speech/language therapy may be recommended for a student with a communication problem, including problems of language comprehension and expressive language which adversely affect school performance. During the literacy block in every class, the teacher facilitates small guided reading groups. We provide math AIS with our math coach, if needed. Students would be pulled out in small groups to work on math basics and anything grade-appropriate that needs to be addressed.
8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
The 2015 NYSESLAT results reveal that over 50 percent (34 out of 66) of the ELL students who received services via the freestanding ESL program at PS 677K throughout the 2014-2015 school year scored at least one proficiency level higher than the previous year (at least one or two levels higher than their NYSITELL score from 2014-2015 or their Spring 2014 NYSESLAT score), including four students who scored Commanding (proficient). Of the 47 ELLs that are still attending PS 677K

Chart in 2015-2016 and took the NYSESLAT in 2015, 26 (55%) scored Expanding and 2 (4%) scored Commanding. Most of our students either moved up one proficiency level or remained Advanced/Expanding. According to our results, our program is effective, but still can be improved.

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?

This year, the units of study and staffing requirements have changed. However, we started using the SLOP model last year, which will prove very useful in the integrated setting. Last year, we only had one standalone group, as opposed to five this year. We also have a second ENL certified instructor, which will allow us the freedom to service each grade individually in an integrated setting.

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 per week (360 min.)	2 units of study per week (360 min.)	1 unit of study per week (180 min.)	1 unit of study per week (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*
Chart	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) 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.

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

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

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

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

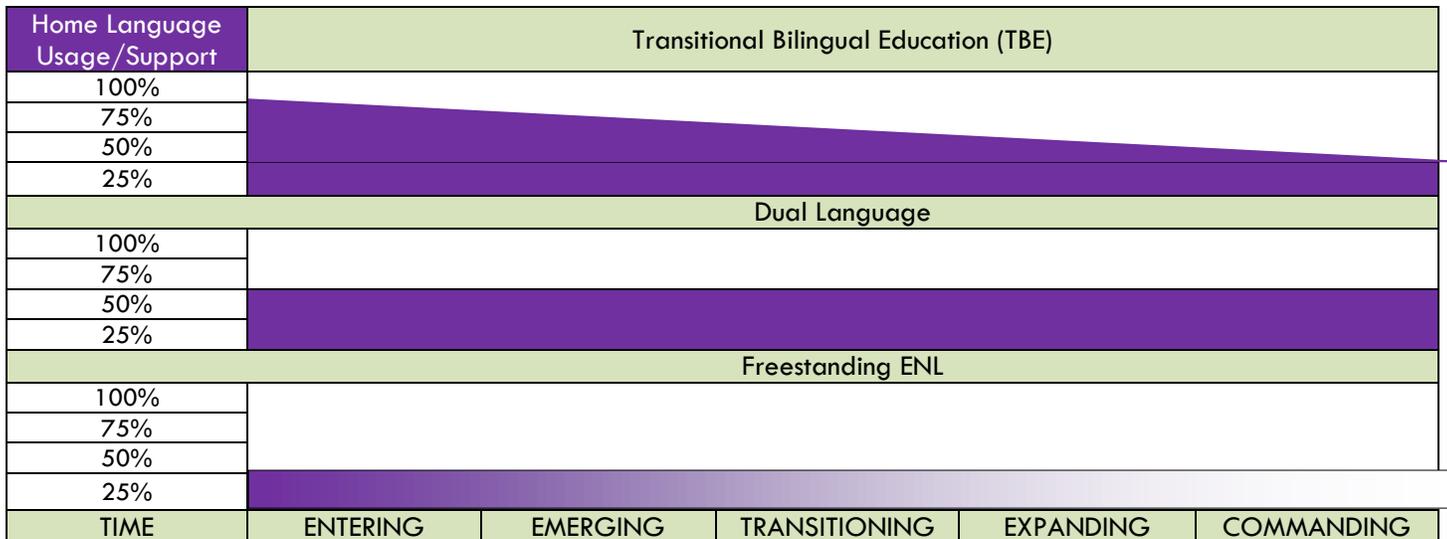


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
Currently, no programs/services will be discontinued.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
ELLs are included in all after school activities. All notification is translated into multiple languages, and an interpreter is available for all parent meetings. The Theater Troupe is open to all third through fifth grade students, and ELLs are welcome to participate. Our ELLs are invited to all school events. We ensure that all school correspondence is distributed in English as well as the Home languages of our families. We would like to extend to our scholars the opportunity to participate in any afterschool club of their choice.
12. What new programs or improvements will be considered for the upcoming school year?
Grammar software for the SmartBoard is used in classes. Manipulatives are used in math and science classes. Videos are used in all content areas. The literacy program Moving into English is used with ELLs when they are pulled out. Most of our classrooms have Smartboards. Our educators use their smartboards to enhance the learning experience of ELLs. Words, pictures, and videos are displayed to help ELL students understand the academic language that is being used to teach the lesson. Educators also display charts and sentence strips to clarify and facilitate learning.
13. What programs/services for ELLs will be discontinued and why?
Certain teachers are able bilingual and can use the students' native language to clarify directions, instructions, and content. In every classroom, every ELL is paired up with a bilingual peer who can help direct them and clarify instruction. We have bilingual Spanish, Bengali, and Arabic language books in our classroom libraries for our ELLs. All ELLs are held to the same CCSS. Any assignments are scaffolded appropriately for each ELL. Students in grades three through five have been provided with the NYS Bilingual Glossaries for mathematics, social studies, and science to aid them throughout the year and on their state exams. Our ELLs are also provided with word-to-word translation dictionaries for use during the year and on exams. ELLs receive testing modifications which include time and a half, testing in a separate location, and the simultaneous use of English and Alternative Language Editions on state assessments (except ELA). If an Alternative Language Edition is unavailable, we hire interpreters.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Currently all required services support and correspond to ELLs' ages and grade levels in our school. All resources used to teach our ELLs are common core aligned and age and grade-appropriate, yet leveled for our various English proficiency levels.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
We invite all families to our family orientation. This orientation serves as an opportunity for families to engage with key members of our school community (classroom and out of classroom teachers, administrators, PTA members, etc.), to present relevant information about our school policy's, mission, vision, curriculum, and discipline code.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Currently, we do not offer language electives.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
N/A
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).
The ENL certified teachers will attend professional development seminars throughout the year and turnkey them to all teachers of ELLs.
19. What language electives are offered to ELLs?
The ENL teachers have attended several different professional development sessions, including but not limited to sessions about co-teaching (integrated ENL), improving ELL achievement through CCSS-aligned instruction, close reading, meaningful conversations, text-dependent questions, literacy, keeping up with compliance, and how to administer the NYSESLAT. Most of these PDs teach us strategies for delivering high quality instruction that is aligned with the CCSS. Some sessions work on high quality oral language, some sessions work on delivering high quality vocabulary instruction, and others target writing issues, all aligned with the CCSS.
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)?

There is a continuous conversation between the ENL teachers and the rest of the staff. Data is shared between classroom teachers and the ENL teachers. The ENL teachers introduce strategies and techniques to the rest of the staff on a regular basis. The ELL Coordinator researches schools alongside students in 5th grade who are preparing to transition to middle school. The ELL Coordinator contacts prospective schools on behalf of the 5th grade ELLs to find out the services and programs provided that will help them to maintain and excel in English language proficiency, ELA, Math, and all other content areas. The ELL Coordinator will share this information with the school's guidance counselor. The ELL Coordinator will partner with the school's guidance counselor during senior meetings to reach out and connect with ELL families and to answer questions they may have.

We work closely with our families to help them choose a school that best fits the needs of their child who receives ELL services. We provide our families with information about specific schools that have a strong, successful ELL program. We send letters home in both English and their home language to inform families about Middle School Choice Fairs at these schools as well.

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.)
At least fifty percent of the total professional development hours ENL teachers receive is ELL-specific. The ENL teachers provide ELL training for the staff, turnkeying best instructional practices they have learned at various professional development sessions. PD sessions provided include, but are not limited to, Word Tiers, Linear Arrays (teaching vocabulary), Differentiating Instruction, and Demystifying Figurative Language. These priorities will help us meet the instructional needs of our ELL population. The goal is always to provide our educators with strategies they can walk away with and implement by the session's end. Attendance sheets and agendas for each PD are placed in the ENL Records Binder. The hours are recorded on a cover sheet and kept in the Records Binder.
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?
In addition to PS 677K's family orientation, parent-teacher conferences, and the ELL parent orientation, the ENL teachers also meet with parents individually to discuss the goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas. Interpreters are present to assist in these meetings. All notifications sent home are translated into multiple home languages.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
A letter is sent home in multiple home languages to notify parents of their annual individual meeting. They may choose a time to attend on the date specified. Agendas and attendance for these annual individual meetings are kept in the ELL Compliance Binder. If a parent is unable to attend, a phone call may take the place of this in person meeting.
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.

When the school has an assembly for parents, there are interpreters present to assist our parents. ELL parents are sent notifications in their home language, so that they understand everything that is happening at their child's school. This year, our parents attended our Back to School night at which they met their child's teacher and learned about the curriculum. In years past, we have held Math Game sessions involving our parents, and Breaking Down the Levels, to help our parents become more active in their child's education. Parents are sent alternative homework assignments to work on with their child. The directions for these assignments are translated into their home language.

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?

We currently do not partner with any other agencies or Community Based Organizations to provide workshops or services to ELL parents.

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 evaluate the needs of our parents through PTA meetings, parent surveys, and by communicating with them in-person at our annual individual meeting. In parent surveys, we ask families to provide feedback around the programs they would like to see.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. In order to ensure that our parental involvement activities meet the needs of ENL families, we have interpreters in attendance who can relay the information or their concerns to our staff.

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

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

East NY Elem. School of Excel.

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

19K677

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.

Janet Huger

School Name: <u>10/29/15</u>		School DBN: <u>Bryant Brown</u>	
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)
10/29/15	Principal		N/A
	Assistant Principal		Jason Taruskin
10/29/15	Parent Coordinator		
	ENL/Bilingual Teacher		Effua Oginga/ENL
10/29/15	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	School Counselor		
	Superintendent		
Shondel Fraser	Borough Field Support Center Staff Member <u>Pupil Accounting Sec</u>		10/29/15
	Other _____		
	Other _____		
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 19K677 **School Name: East NY Elem. School of Excellence**
Superintendent: Joyce

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.learn DOE.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.

ELLs make up 13.6% of our population, but the percentage of students with a home language other than English is much larger: 24%. About one quarter of our school is composed of students with a home language other than English. During the administration of the HLIS, a pedagogue interviews the parents/guardians of the child being enrolled. At this time, the pedagogue notes the language needs of the family. At the bottom of the second page of the HLIS, the parents/guardians are asked which language they would prefer to communicate in.

A language survey is also filled out by parents when their child is enrolled. The parents choose which language they want the school to communicate with them in (written and oral communication). Notices, progress reports, report cards, and other correspondence is sent home in the child's home language as well as English.

According to the RHLA on ATS, East New York Elementary School of Excellence has:

- 12 Bengali speaking students whose families need written and oral interpretation
- 9 Arabic speaking students whose families need written and oral interpretation
- 91 Spanish speaking students whose families need written and oral interpretation
- 1 Fulani student whose family needs written and oral interpretation
- 3 Haitian Creole speaking student whose families who need written and oral interpretation

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

According to the RHLA on ATS, East New York Elementary School of Excellence has:
12 Bengali speaking students whose families need written and oral interpretation
9 Arabic speaking students whose families need written and oral interpretation
91 Spanish speaking students whose families need written and oral interpretation
1 Fulani student whose family needs written and oral interpretation
3 Haitian Creole speaking student whose families who need written and oral interpretation

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.)

Every year, our school disseminates a number of documents that must be translated:
Student/Parent Handbook (the first day of school)
Parent-Teacher conference announcements (three times a year)
After-school program information (the first day of school)
New York State testing dates
Notices of half days and holidays.

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.

There are many meetings with parents throughout the year that would require interpretation:
Parent-Teacher conferences (three times a year)
Parent orientation (first week of school)
The enrollment process (before the first day of school)
Curriculum night (the second or third week of school)
ELL individual parent meetings (annually)
The administration, teachers, and nurses might need to contact parents for a variety of issues: academic, social, behavioral, medical etc.

Interpretation will also be necessary during the State Math exam for those students in grades 3-5 who speak a language other than those that have translated editions.

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.

If a document is completed at least one week before it must be distributed, the Translation & Interpretation Unit will be called upon for their services. If it is an emergency, the translation will be done in-house by school staff.

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.

During parent-teacher conferences, if there is a staff member present who can interpret, we will go that route. If not, we will use the over-the phone interpretation service via the Translation and Interpretation Unit. For the State Math exam, we will hire an on-site interpreter from an outside vendor. If a staff member can interpret during orientations, or informal meetings, we will ask them to assist.

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.)

Via email, the LAC will notify staff members to make them aware of their translation and interpretation options.

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

When a parent enters the building, they will be welcomed by our Welcome Poster. The safety agents have a language ID guide in order to determine which interpreter should assist them. Every parent will

receive a Parents' Bill of Rights and a Parents' Guide to Language Access brochure.

Section VII of Chancellor's Regulations A-663 and how we provide these services:

A. Schools and offices are responsible for providing each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. Translated versions of this document, in the covered languages, are available at <http://schools.nyc.gov/RulesPolicies/ParentBillofRights/default.htm>

These documents are distributed in English, Spanish, Bengali, Haitian Creole, and Arabic at the parent orientation held at the beginning of the school year.

B. Schools and offices must post in a conspicuous location at or near the primary entrance to such school a sign in each of the covered languages, or most prominent covered languages, indicating the availability of interpretation services. Translated signs, in the covered languages, are available at <http://schools.nyc.gov/Offices/Translation/TipsandResources/Default.htm> .

This sign is posted near the primary entrance to ENYSE in the most prominent covered languages.

C. Each school's safety plan will contain procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers.

This is a part of our safety plan. All parents have equal access to all information and administrative offices, regardless of language.

D. Each school at which the parents of more than 10% of the children at such school speak a primary language that is neither English nor a covered language, shall obtain from the Translation and Interpretation Unit a translation into such language of the signage and forms required pursuant to this section and shall post and provide such forms in accordance with this section.

We do not have over 10% of non-English speakers of a language that is not covered at the present time, but when we do, we will carry out this requirement.

E. The Department's website shall provide information in each of the covered languages concerning the rights of parents to translation and interpretation services and how to access such services.

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)

Biannually we will send out a parent survey to get feedback from parents on the quality of our translation and interpretation services. Informally, we will ask parents their thoughts, and we will take note of what

we did well, and what we need to do in order to improve our translation and interpretation services for families.