

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

20K748

School Name:

P.S. 748 BROOKLYN SCHOOL FOR GLOBAL SCHOLARS

Principal:

URSULA ANNIO

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: The Brooklyn School for Global Scholars School Number (DBN): 20K748
Grades Served: PK-5
School Address: 1664 Benson Avenue
Phone Number: 718-382-3130 Fax: 718-382-3140
School Contact Person: Jennifer Guido Email Address: JGuido2@schools.nyc.gov
Principal: Ursula Annio
UFT Chapter Leader: Teresa Fabbella
Parents' Association President: Danielle Antonelli
SLT Chairperson: Teresa Fabbella
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

District: 20 Superintendent: Karina Costantino
Superintendent's Office Address: 415 89th Street
Superintendent's Email Address: KCostantino@schools.nyc.gov
Phone Number: 718-759-4912 Fax: 718-759-4842

Borough Field Support Center (BFSC)

BFSC: Brooklyn South Director: Cheryl Watson- Harris
Director's Office Address: 415 89th Street
Director's Email Address: CherylWatson@schools.nyc.gov
Phone Number: 718-759-4862 Fax: 718-834-7218

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Ursula Annio	*Principal or Designee	
Teresa Fabbella	*UFT Chapter Leader or Designee	
Danielle Antonelli	*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	
Dominique DeVito	Member/ Teacher	
Laura Kelly	Member/ Teacher	
Danielle Cangialosi	Member/ Teacher	
Jennifer Sullivan	Member/ Parent	
Caroline Lynch	Member/Parent	
Alexis Ascher	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Josephine Sabatino	Member/Parent	
	Member/	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

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

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE’s Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

Our school first opened its doors in September 2010, simultaneously with the adoption of the CCLS. We, as the founding educators of our school, decided to implement the CCLS completely. We began our study of the CCLS and began designing our own curriculum that was both interdisciplinary, standards based and rigorous. Our curriculum is a living, breathing curriculum that has been developed, revised, and refined each year to meet the needs of our changing population. We have shifted our curriculum from curriculum maps using ATLAS system to curriculum maps guided by essential questions, now available on a Wiki space.

We foster a collaborative environment for both teachers and students. Our grade/content teams have common planning time as well as grade level inquiry meetings on Monday afternoons. We continue to revisit how to build independence and develop a repertoire of problem solving strategies in our students that can be applied across the curriculum and result in an ability to clearly communicate understanding. We have a shared belief of how children learn best which is through an interdisciplinary approach to learning that results in student independence.

We believe that the success of each child is dependent upon a strong partnership with parents. We are committed to communicating our school goals to parents and guiding them in understanding the expectations at each grade level and how they can support their children in achieving the standards.

The vision for The Brooklyn School for Global Scholars embraces the concept of educating the whole child and nurturing global citizens. We believe in building a strong connection to the community, thereby preparing students for college and career. Our Student Government coordinates community outreach projects such as the Food Drive, the Coat Drive, the Souper Bowl, VIP Readers and Relay for Life. In addition, each grade hosts a fundraiser for a specific cause to give back to the community such as the Special Olympics, Stomp out Bullying as well as local charitable organizations.

Enriching the curriculum through residencies and partnerships with community based organization as well as the School Enrichment Model truly embodies the original proposal for our school. We are committed with engaging students in enrichment activities that will move our high performing students to Level 4's, while providing our students approaching the standards including our ELL's and students with Special Needs exposure to different topics, curricula, approaches and personnel that is interest based and tied to the curriculum.

After two years as an application school, due to the overcrowding in District 20, we became a zoned school changing the demographics from a majority of gifted & talented students to an increased number of ELL's and Special Needs students. It has been an empowering experience to build a school from the bottom up and given the opportunity to self-select the educators that represent our school's vision and mission. However, while continuing to grow our roots in Project-Based learning, we have had to support the professional learning of approximately 8 new hires per year.

Our instruction focus this year continues to build on that of previous years in an effort to continue to build capacity and deepen our understanding of the learning process in order to maximize student achievement and progress. Based on our 2014-2015 NYC School Survey, PS 748 has a 98% positive response in both rigorous instruction and supportive environment. Our focus for this upcoming school year is to build stronger family-community ties which yielded an 83% positive response. Although we do have many dual income working families, we have planned for an increase in night events such as pajama literacy night, science night and our annual International night. In addition, we are offering ESL classes for adults as well as parent volunteer opportunities in the classroom. Each grade will be hosting a monthly parent academy and we are planning to have monthly open house opportunities for parents to visit classrooms during the day.

20K748 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	580	SIG Recipient
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
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	0.2%	% Attendance Rate		95.0%
% Free Lunch	52.4%	% Reduced Lunch		6.1%
% Limited English Proficient	9.9%	% Students with Disabilities		10.7%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.8%	% Black or African American		0.4%
% Hispanic or Latino	18.5%	% Asian or Native Hawaiian/Pacific Islander		39.3%
% White	39.1%	% Multi-Racial		1.0%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	4.34	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		N/A
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		3.2%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)		6
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	81.1%	Mathematics Performance at levels 3 & 4		86.0%
Science Performance at levels 3 & 4 (4th Grade)	100.0%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		YES
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		YES
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 Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

Part 1 – Needs Assessment

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

Based on the 2013-2014 NYESLAT, only 2 out of 47 students met English Language proficiency. Since we opened the doors our population has shifted from 3 ELL students in 2010 to 94 students in 2014. Due to this change, we have hired two ESL teachers and have held a professional book club and professional learning opportunities on ESL strategies. In addition, our classroom teachers have infused ESL modifications into their curriculum maps and engage students in project based learning opportunities. Our AMMO target was set at 15% for Spring 2015 and we attained a 13.64%. For the 2015-2016 our AMMO is set or 15.60%.

Part 2 – Annual Goal

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

By June 2016, all teachers instructing ELL’s will implement target instructional strategies that will result in a 5% increase of ELL’s scoring at a commanding level as measured by the NYESLAT.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Through Data Inquiry, our ESL teachers assigned to grade level teacher teams will meet to look at common deficits of our bottom third ELL's and implement research based strategies with students.	K-5 Teachers, ESL Teachers	September 2015-June 2016	Principal, Assistant Principal, Professional Development Team
The Data Team will engage in Data Inquiry to determine the needs of our expanding ELL's through analysis of their reading, writing and math levels.	K-5 ESL students	October 2015-June 2016	Principal, Assistant Principal, Data Team
All teachers will collaborate and meet regularly during Monday Professional Learning and common preparation periods to plan differentiated, rigorous instructional tasks and modify curriculum maps that support students' instructional levels with an emphasis on our Ell population	K-5 Teachers, ESL Teachers	September 2015-June 2016	Principal, Assistant Principal

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>Schedule Adjustments:</p> <p>Departmentalization of core subject areas in Grades 3-5</p> <p>Common Planning with Grade and Department</p> <p>Enrichment and Academies</p> <p>Human Resources:</p> <p>AIS providers</p> <p>ESL providers</p>

Per Session:

Teacher and Supervisor per session for Data Team

Instructional Resources:

Leveled Library (Benchmark, Rigby, Scholastic)

IPads

RAZZ Kids computer assisted program

Reading A-Z

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

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

A mid -point benchmark will be February 2016 where data from the January TC Assessments, Math Midterm and the ESL January Progress Report will be analyzed by the grade level inquiry teams and the Data Team. Data will be collected in November as well to monitor the students' progress in meeting the February benchmark. By February 2016, we are looking to see an increase of 2 reading levels in grades K-2 and 1 reading level in grades 3-5 and at least a high level 2 in Math. Based on the ESL teachers' assessments and observations, we are looking to see students in our bottom third move into the emerging/transitioning range and our expanding children move into our commanding range.

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

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

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

Part 1 – Needs Assessment

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

Based on past trends, our 2013-2014 School Quality Report indicated that 0% of our self-contained students performed at a level 3 or 4 on the 2014 NYS ELA assessment. In the upcoming 2015-2016 school year we will have one 4th Grade self-contained 12:1 class and one 5th Grade self-contained 12:1 class, as well as one 2nd Grade ICT class, one 1st Grade ICT class and a Kindergarten ICT class. Our Special Education population has increased over the past 5 years as we have transitioned from a school of choice with several gifted and talented classes to more recently a zoned school. Our data team analyzed the following data and found that they are performing below grade level:

K-2 Special Education Students

- NYC Performance tasks
- TC Levels
- teacher created Math assessments

3-5 Special Education Students

- NYC Performance tasks
- TC Levels
- Teacher created Math assessments
- Item analysis from the NYS ELA and Math exams
-

Priority needs include:

- Planning rigorous instruction
- Collaboration between Special Education and General Education Teachers
- Strong Family-Community Ties

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the

identified priority need(s) indicated in Part 1, and be written as SMART—Specific, M measurable, Achievable, Relevant, and Time-bound.

By June 2016, all teachers instructing Special Education students will implement targeted instructional strategies in Math and ELA that will result in a 2% increase in Special Education students meeting the CCLS as evidenced by the NYS ELA and Math assessments in Grades 3-5 and TC Assessments, NYC Performance Test and teacher created Math assessments in Grades K-2.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Orton Gillingham – All teachers in Grades K-2, including our ESL teachers were trained in June 2015 and will implement these strategies with their Special Ed or struggling students.</p>	<p>Special Education students in Grades K-2</p>	<p>September 2015-June 2016</p>	<p>Principal, Assistant Principal, AIS Teacher, PPT</p>
<p>All teachers will participate in professional growth activities planned by the professional development team that will focus on current teaching practices that include strategies for struggling students.</p>	<p>Teachers in Grades K-5</p>	<p>September 2015-June 2016</p>	<p>Principal, Assistant Principal, AIS Teacher, PPT</p>
<p>Departmentalization in Grades 3-5 – Teachers will either teach ELA and Social Studies or Math and Science based on their interest, strength and background, including our self-contained teachers to ensure that rigorous, in depth instruction is planned for each subject area..</p>	<p>Teachers in Grades 3-5</p>	<p>September 2015-June 2016</p>	<p>Principal, Assistant Principal, AIS Teacher, PPT</p>
<p>Teachers will collaborate by grade and subject area to plan project based instruction that support students strengths and needs.</p>	<p>Teachers in Grades K-5</p>	<p>September 2015-2016</p>	<p>Principal, Assistant Principal, AIS Teacher, PPT</p>

Part 4 – Budget and Resource Alignment

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

Teachers in Grades 3-5 will departmentalize by subject area. Common planning time for teachers by grade and subject. Mainstreaming of students in the self-contained class into general education and gifted and talented education classes.

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

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

A mid-point benchmark will be our January TC Assessments, Mid-Year Math exam, Writing Checklists, ELA and Math Practice Exams (Grades 3-5).

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

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

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

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

Based on the 2014-2015 MOTP scores, 88% of our teachers were effective or highly effective. Teachers who fall within the developing range will be given a mentor and participate in intervisitation with highly effective teachers. In addition, support will be given to developing teachers through professional learning opportunities.

Part 2 – Annual Goal

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

By June 2016, 90% of our teachers will be Effective and Highly Effective based on a school wide plan for frequent cycles of classroom observations and the implementation of grade level and subject area data inquiry teams with a focus on our Special Education students and/or ELLs which will result in improved teacher practice as evidenced by the MOTP scores.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>The Principal and Assistant Principal will develop a plan to observe teachers at least 4 x per year, according to their observation options, and provide actionable feedback in a timely manner</p>	<p>All Teachers Grades K-5</p>	<p>October 2015- May 2016</p>	<p>Principal, Assistant Principal</p>

Teachers will set 2 goals in November for themselves based on the Danielson Framework (Domains 2 and 3) and it will be revisited in January and June	All Teachers Grades K-5	November 2015-June 2016	Principal, Assistant Principal
Teachers will participate in Professional Development based on the Danielson Framework	All Teachers Grades K-5	September 2015-June 2016	Principal, Assistant Principal
Teachers will share their highly effective lessons with staff members and inter-visitations will be planned	All Teachers Grades K-5	September 2015-June 2016	Principal, Assistant Principal

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<p>Schedule Adjustments: Departmentalization of core subject areas in Grades 3-5 Common Planning with Grade and Department Human Resources: AIS providers Per Session: Teacher and Supervisor per session for Data Team and planning purposes Instructional Resources: Professional Books and Publications</p>

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	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.
January 2016, teachers will meet to revisit and revise their goals and review their Danielson MOTP to date.
Implementation of instructional strategies from professional development will be evidenced in informal/formal observations.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

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 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

Part 3 – Action Plan

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

Part 4 – Budget and Resource Alignment

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

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

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

Part 5 – Progress Monitoring

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

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

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

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

Part 1 – Needs Assessment

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

Part 2 – Annual Goal

<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 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

Part 3 – Action Plan

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

Part 4 – Budget and Resource Alignment

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

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

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

Part 5 – Progress Monitoring

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

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Teacher’s College Assessment – Reading Level, Teacher Observations, NYS ELA Exam	Guided Reading, Word Study, Reading Recovery, Orton Gillingham, Test Sophistication	Small Group Instruction	During the school day
Mathematics	Teacher Made Math Exams, Teacher Observations, NYS Math Exam	Word Problems, Multi-Step Problems, Fact Drills	Small Group Instruction	During the school day
Science	n/a	n/a	n/a	n/a
Social Studies	n/a	n/a	n/a	n/a
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Teacher Observations, Parent Requests	Counseling, Peer Mediation	Small Group, One to One Instruction	During the school day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

2b. High Quality and Ongoing Professional Development

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

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

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

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP)

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

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

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

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

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

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

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

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

School-Parent Compact (SPC) Template

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

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>P.S 748 Brooklyn School for GI</u>	DBN: <u>20K748</u>
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" 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>72</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input 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>3</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>2</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: _____ Due to our school becoming a zoned school after opening 4 years ago, our population of students has changed. Our school community has become diverse with students whose English is not their native language. These students are eligible to receive mandated second language services. In addition to their mandated service, P.S. 748 will host an after school program. The purpose of the after school program is to provide ESL children with the opportunity to gain higher academic and social English through the four modalities (listening, speaking, reading, and writing). From kindergarten to second grade, Title III will be funding an after school program including class materials and parent support. The program will contain approximately 20 beginners, 28 intermediate, and 24 advanced students. The program will be held three days a week (Tuesday, Wednesday, and Thursday) from 2:30 pm - 3:45 pm. This program will run from January 13, 2015 to May 14, 2015, meeting for approximately 47 sessions. Our focus is to ensure that all students are given the individual time necessary to successfully achieve stronger social skills in the English language. To achieve our goal, two content area teachers will team teach with the ESL teacher. The ESL teacher will guide the content area teachers to best facilitate a lesson that meets the needs of the intended group. The teachers participating in this after school program are Lisa M. Domingo (the ESL teacher), Zoe Kavoulakis and Maria Domingo. Mrs. Kavoulakis and Ms. M. Domingo are expert ELA teachers at P.S. 748 and will offer extra assistance in reading/writing strategies. Ms. L. Domingo will work closely in providing the students and teachers with the necessary materials and information to successfully achieve our goal. Ms. L. Domingo will prioritize her time between ESL groups by team teaching with both teachers. She will utilize this after school program time to increase the ESL students' grades and rapport. Ms. L. Domingo will team teach and model for 45 minutes with one group and upon the students working independently, she will work with the alternate group for the remainder 45 minutes. Classroom teachers will work with the ESL teacher to incorporate strategies when Ms. L. Domingo is not present, to help maximize the instructional time of this student population. This approach will enable teachers to collaborate and encourage students to work independently to complete their work. The teachers and students will be using SMART Board technology, IPADs when necessary, and National Geographic Language and Literacy Learning program. National Geographic Language and Literacy learning programs offers students the opportunity to build background knowledge, learn content and academic vocabulary, assist teachers to scaffold the instruction to meet the needs of the ELLs and support ELLs in reading comprehension. The Literacy development and grade-level content facilitates the development of academic language and vocabulary, nonfiction reading skills and strategies. These materials will supplement the students everyday learning to meet their needs and achieve our school goal.

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

Part C: Professional Development

Begin description here: _____ P.S. 748 functions as a school of team collaboration. Professional development will be offered and available to all teachers, including those who are not working the after school program, which services ESL children. Our purpose for this after school program is to provide ESL children with the opportunity to gain higher academic and social English through the four modalities (listening, speaking, reading, and writing). Our focus is to ensure that all students are given the individual time necessary to successfully achieve stronger social skills in the English language. The teachers will be given professional learning once a month, from January to May, during Monday's Professional Development time. On the first and last Monday, in January and May, teachers will collaborate and discuss the goals of the program, ideas to implement, and student progress. In alternate months, February, March and April, teachers will discuss specific topics such as scaffolding, differentiation, literacy, vocabulary building and language development. In 30 minutes time, the teachers will have the opportunity to express their ideas and learn about available resources that are necessary for ELL students. At no cost to Title III, it is our goal as teachers to collaborate together in order to create a homogeneous learning environment. As a school, we host a teacher's book club that allows professionals to gain additional information in terms of teaching ELLs. Every other week, teachers gather together to discuss their findings and book reflections. Our students at P.S 748 require additional guidance in reading, writing and listening/speaking. The professional developments will be geared towards the needs and success of the students' individual progress reports. With the help of Ms. L. Domingo and Ms. Salerno, the parent coordinator, the teachers will receive the appropriate professional learning opportunities. To date, two classroom teachers, Mrs. Anna Doktor and Ms. Rosemarie DiVirgilio, have given a workshop on "supporting the ELLs in the mainstream classroom." All teachers were given helpful strategies and information pertaining to the ELL children. In addition to Mrs. Doktor and Ms. DiVirgilio, P.S. 748 has professional development workshops, that are planned in the schools professional development plan, to support ELLs in the classrooms. Apart from the in house professional learning, Ms. L. Domingo plans to attend various workshops, such as Literacy Development, Language Acquisition and Common Core Progressions, when offered in the near future. With these workshops, Ms. L. Domingo will relay new and helpful information in order to provide optimal student success. In addition, we will hire CITE to provide Professional Development on teacher awareness of practices and strategies that will maximize learning for their English Language Learners.

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: _____ P.S. 748 stands in the heart of Bensonhurst, Brooklyn. The community surrounding P.S. 748 is filled with students, parents and community helpers. Hoping to achieve our goal of providing ESL children with the opportunity to gain higher academic and social English through the four modalities (listening, speaking, reading, and writing), our focus is to ensure that all students are given the individual time necessary to successfully achieve stronger social skills in the English language. Notices will be sent home to the parents of ELLs, giving them the option for their child to attend the after school program. Upon their choice, the child(ren) will be given supplemental support in the four major ESL components. P.S. 748 will stay connected to parents once a month. The first and last month (January and May), parents will be invited to an in house meeting. In January, parents will be introduced to the program, its goals and ways to success. In May, the parents will be informed of student progress, outcome of the after school, and strategies that go beyond school for the summer. The alternate months (February, March, and April), there will be a monthly newsletter. This newsletter will indicate

Part D: Parental Engagement Activities

the program or school updates on progress or developments. During our Tuesday Parent Meeting time, P.S. 748 teachers conference and meet with parents to encourage homework assistance. In addition to offering parent resources and information, P.S. 748 stays connected to parents using monthly goals. The goals are sent out to parents to create awareness of their child's individual progress. Using goals, parents are able to assist their child(ren) with the necessary help to succeed in their education. P.S. 748 plans to keep parents of ELLs informed by using flyers, phone calls, emails, and notices. All resources to contact parents will be available in their home language translation and in English. The parents will be informed of any changes, information, or student progress by parent meetings, phone calls, or notices sent home. Ms. L. Domingo has created a wonderful relationship with all ELL parents. Her email and school phone number are available for all questions or concerns. Many parents of ELLs volunteer as translators for others who are not familiar with the English language. At no cost to Title III, P.S. 748 will utilize the Office of Translators in case of translation needs. Ms. Salerno, the parent coordinator, has additional parent volunteers available to assist with meetings, phone calls, and notice scribing if necessary. At no cost to Title III, our parent coordinator, Ms. Salerno, is currently in the process of developing an adult ESL class for parents to learn English. Beginning on January 13th, the adult ESL class will take place on Tuesdays from 2:30- 3:45 pm. P.S. 748 has created the adult program to meet simultaneously as the ESL children's after school. Having the classes meet at the same time motivates parents to attend the classes. Beyond adult ESL classes, P.S. 748 is collaborating to host an "International Night." On this night, students and their parents can cook a meal from their culture. Together, all those attending P.S. 748 can gather and share their diverse background experiences. Together, we hope to achieve our goal and create a successful future.

Part E: Budget

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

Allocation Amount: \$11200

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 	<u>81.06% \$9078.638</u>	<u>This amount will be geared towards our per session professional salaries. From the months of January to May, three days a week (Tuesday, Wednesday, and Thursday), from 2:30- 3:45 pm. Meeting approximately 47 sessions.</u>
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	<u>10% \$1,120.00</u>	<u>This amount will be geared towards future Professional Development opportunities provided by CITE Professional Vendors through out the year.</u>
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	<u>8.2% \$918.40</u>	<u>This amount will be geared towards National Geogrpahic Language and Literacy Learning. This program will be used as an asset to achieving our goal.</u>

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Educational Software (Object Code 199)	<u>0</u>	_____
Travel	<u>0</u>	_____
Other	<u>0</u>	_____
TOTAL	<u>\$11,200</u>	_____

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 20	Borough Brooklyn	School Number 748
School Name The Brooklyn School for Global Scholars		

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 Ursula Annio	Assistant Principal Jennifer Guido
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Lisa Domingo ENL Coordinator	School Counselor Stephanie Macca
Teacher/Subject Area Cathy Carbonaro ENL Teacher	Parent type here
Teacher/Subject Area Nicole Legovich ICT Teacher	Parent Coordinator Donna Salerno
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent type here	Other (Name and Title) type here

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	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)	620	Total number of ELLs	102	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	<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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	102	Newcomers (ELLs receiving service 0-3 years)	99	ELL Students with Disabilities	15
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	3	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	99		13	3		3				0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 1

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	9	14	8	2	6	2								0
Chinese	5	5	3	0	3	0								0
Russian	5	3	1	0	1	1								0
Bengali	0	1	0	0	0	0								0
Urdu	4	4	0	2	1	0								0
Arabic	1	8	1	1	1	0								0
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	0	0	0	0	0	0								0
Punjabi	0	1	0	0	0	0								0
Polish	0	0	0	0	0	0								0
Albanian	2	0	0	0	0	0								0
Other	3	2	1	1	1	0								0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

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

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

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 P.S. 748 utilizes TCRWP assessment tool to assess the early literacy skills of ELLs. The data that is derived from this assessment provides insight about ELLs progress through reading abilities, reading fluency, oral language skills, writing, spelling patterns, literal and inferential questioning. The data received from these assessments helps our schools instructional plan to better incorporate the specific needs of ELLs in the classrooms and school. Throughout the year, teachers keep checklists and running records that pertain to student progress in reading and writing. For example, a student who was a beginner ELL reading at level A, moved up to a level B by January. We are able to record their progress through checklists and running records. Using these tools, the classroom and ENL teacher were able to target the ELLs reading domains and assist the ELL to become a stronger reader. Using these tools we narrow down a students individual learning and target the areas they need most help. If we did not record this data, the student would not have had the opportunity to excel as quickly as he did. Data that is obtained through assessments tools is used to provide insight according to individual student needs rather than whole group. Along with NYSESLAT and NYSITELL results, ENL teachers also use checklists to track ELL progress in the four modalities. The collaboration between ENL and classroom teachers allows for successful planning according to ELLs individual needs.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Upon receiving the results of the NYSITELL and NYSESLAT, it is revealed that many students have excelled in the English language orally, but still need assistance in the English language through literacy. Most students tested in the expanding category and their target instruction relies on vocabulary, reading and writing rather than speaking and listening.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 P.S. 748 uses the information from the AMAO to create an action plan when teaching ELLs. The data reveals our schools success rate in moving children's proficiency levels, ELL progress, student levels on the ELA and Math, and gives insight to the success of our ENL program. The information provided by the AMAO is data that is used during data meetings to better incorporate ENL strategies and success. Using this data, we are able to understand if our program is succeeding in allowing ELLs the opportunity to move levels or

become proficient in the English language. The data also provides a visual for teachers and staff to see who the children at risk are and best plan for their success

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

A) Based on student progress this year, the patterns across performance levels show that students who enter in kindergarten are showing more growth than those in ENL for previous years. As students enter the higher grades, student level progressions become consistent and it becomes harder for students to move levels. Also, students who enter in the higher grades or who have been in ENL for two or more years, have difficulty with reading or writing more than speaking and listening. The task of passing an assessment becomes more difficult in the upper grades because of vocabulary development and content knowledge. Based on data, ELLs are faring better in tests taken in English as compared to their home language. Most ELLs entering school do not have literacy in their L1, which enables students to do well in English on tests compared to their home language. ELLs who do not have L1 are learning literacy for the first time and do not have their L1 to rely on. Therefore, based on assessments done in school, students are scoring better on English tests than their home language.

b) School leadership and teachers are using the results of the ELL periodic assessments to organize and differentiate lessons that are geared towards the needs of ELLs. The data assessments provide information regarding each individual ELL and allows for teachers and leadership to provide the students with the help and learning they need.

c) P.S. 748 is learning that ELLs acquire individual needs and are better suited when they are learning with groups of mixed needs. ELLs learn best with peers in small groups rather than in whole class groups. Teachers, as well as leadership, work closely together with the ENL teachers to ensure students achieve success in school and their home language. The home language is used to provide students with clarification, vocabulary, and comfort. Students are encouraged to keep their home language present, while learning English. Through the use of pictures, translation, glossaries, and resources, ELLs home language is incorporated in the students daily activities.
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.*]
Using data, P.S. 748 creates an RTI program that targets students who are below grade level and proficiency. Using specific guidelines for RTI, ELLs are using their home language and background knowledge to work with an RTI teacher to progress and become on grade level. The small group environment allows for the ELLs to work on individual struggles with the attention from the RTI teacher. Using learning ability documents and strategies, the students who are a part of RTI are those who struggling in specific areas and are not meeting the standards in their class level. Depending on student data, ELLs are given the opportunity to work in small group settings in the comfort of their classroom. If determined that ELLs are at risk or in need of intervention (based on their tier), P.S. 748 provides individual student sessions to encourage their skills. Becoming aware of this data, our school creates schedules appropriate for student success pertaining to the students who need the intervention.
6. How do you make sure that a student's new language development is considered in instructional decisions?
To ensure that a child's second language development is considered in instructional decisions, teachers and staff work closely with the ENL teachers to provide information concerning the needs of all ELLs. Using data from TCRWP assessments, NYSITELL, and NYSESLAT modality breakdowns, teachers and staff differentiate lessons based on the student's second language development and background knowledge. The data allows for the staff to target the students struggling areas and create lessons and curriculum decisions around their needs. Upon receiving data from assessment tools, ENL teachers reflect on the use of Targets of Measurement . Incorporating Targets of Measurement, ENL teachers support ELLs by creating language instruction that is appropriate for their needs. ENL and classroom teachers use Targets of Measurement as a guide to supporting ELLs.
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?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
To evaluate the success of our programs for ELLs, P.S. 748 takes note of student progress in classrooms, ENL classrooms, state exams (ELA, NYSESLAT, MATH) and uses data information to create differentiated lessons that contribute to student growth. Determining student progress, changes in curriculum, data, and lesson planning are made to ensure student growth through our freestanding ENL program. Using the AMAO tool and progress scores on the NYSESLAT, we are able to evaluate our own school ENL program and determine the changes that need to be made.

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.
Initially, when parents register their children for kindergarten or for children who are entering the country for the first time, a trained, licensed, pedagogue will assist the parent or guardian in completing the HLIS in their preferred language, if it’s a language other than English. Parents are given the choice in which language they feel more comfortable with but language options are always available. Upon completing the HLIS, the licensed pedagogue uses the information provided and then interviews the child and determines the students’ eligibility for the NYSITELL. Once entered into ATS and upon completing the interview and HLIS, the pedagogue will give the NYSITELL if necessary. Once the NYSITELL is completed, the student and parent are notified with the students ENL eligibility within 10 school days. Within 5 days of determining a student is an ELL, the ENL coordinator ensures parents receive letters notifying them of their child’s ENL status: entitled, continued entitlement, non-entitlement. All dated and signed letters are placed in the students’ cumulative folders. For incoming Kindergarten ELLs, the ENL coordinator hosts a parent orientation to discuss ELLs options and allow parents to determine the program they desire for their child. Interpreters are also in attendance to support parents who do not speak English. Upon parent choices, the survey completed is monitored and the ENL coordinator inputs the data into the ELPC screen on ATS. In order to keep record of this orientation, an agenda and attendance sheet are kept to monitor parent involvement. Along with attendance sheets, a tear off is sent home and returned with parent decision to attend the orientation. After determining students who are ELLs, the Spanish LAB is then given to students who indicated Spanish on their HLIS within the 10 day window. All records of testing, scanning, and parent notifications are kept with the ENL coordinator. Copies of students notification notices are also kept with the ENL coordinator. Students official letters and documents are kept in their cumulative folder. This process of testing, determining ELL eligibility and parent notices are monitored by the ENL coordinator and the ENL teacher.
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).
SIFE students are students who have entered the US school system after second grade and are two years behind in level than their peers. SIFE status must be identified within 30 days from a student’s initial enrollment. In order to assess SIFE students, there is a SIFE oral questionnaire that enables the interviewer to determine the SIFE’s eligibility and needs. Along with the questionnaire, there is the LENS that is given to determine a student’s literacy level, vocabulary, math and reading comprehension. The questionnaire and LENS allows schools to determine student proficiency and determine their individual needs as an incoming SIFE student.
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).
The identification for newly enrolled students with IEPs is determined by the LPT. The LPT consists of an ENL pedagogue, school leadership, special education supervisor/ designee and the parent of the child. Upon discussing the student’s interview, HLIS, IEP and parent input, the LPT team determines if the student should be eligible for the NYSITELL or not. The LPT has 20 days to accept or reject a recommendation. The principal makes the final decision based on the LPT’s notes. If the decision is to take the NYSITELL, the same steps for NYSITELL eligibility follow. If the decision is not to take the NYSITELL, the principal sends the decision to the superintendent where it is determined to be approved or not. If the decision is approved, the identification process is complete. In any event that a parent is attending, an interpreter in the parent’s preferred language is provided.
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.
Our school ensures that entitlement and non-entitlement letters are distributed by preparing the notices prior to testing students. Upon scanning and receiving student results, the ENL coordinator and ENL teacher complete the notices and send the letters out within 5 days. Along with the notices, a tear off with the school letter head is sent home that indicates the parent received the notice for school purposes. All letters are completed and sent to the parent in both English and the parent’s preferred language.
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).
Upon determining student’s ELL status, an ENL pedagogue will host an orientation for parents to explain the options of ENL for their children. At this orientation, interpreters are provided to support parents who do not speak English. A specific discussion would be in regards to their choice of appeal within 45 days of enrollment. The steps of completing an appeal will be discussed and the parents will be informed of their options. In the case that a parent decides to appeal, the ENL pedagogue will schedule an appointment to discuss the parent’s right to appeal and process. An agenda and attendance sheet are kept to monitor parent involvement. Copies of any letters or records are kept with the ENL coordinator.
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.

In order to discuss the three options of ENL, our school sends a letter in both English and preferred languages to parents of ENL eligible students within 10 days of receiving the student NYISTELL results. The letter is an invitation to attend a parent orientation that will discuss the options, decisions, and process. The ENL coordinator, Lisa Domingo, and the ENL teacher, Cathy Carbonaro, discuss the three options available for parents and their children. During the orientation, translators, as well as translated materials, are provided to accommodate parents preferred languages. For the parents that are unable to attend the initial orientation, our school establishes three orientation meetings. In the event parents are unable to attend any of the three orientations, the ENL coordinator schedules time for those parents to have individual meetings. If meetings cannot be arranged, the ENL coordinator discusses options with parents over the phone if necessary. All meetings, in person or over the phone are logged through attendance sheets and calendar meetings to ensure all parents are reached out too

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
Our school ensures parent surveys and program selection forms are returned in a timely manner by asking parents to complete the survey during the parent orientation. If parents prefer to have time to think over the programs, we ask they make an appointment to meet with the ENL pedagogues to then complete the survey in a timely manner. If surveys are missing, we call and ask parents to make an appointment to come to the school to complete their program and survey. Lisa Domingo, the ENL coordinator, records the return of surveys and program choice through an excel sheet that organizes parent choices and completion in a visual manner. We also monitor parent choice through ATS and keep updated information about compliance and parent information. In the event that a parent has chosen TBE or DL, Lisa Domingo and the parent coordinator, Donna Salerno, assist the parent in finding available schools. Donna Salerno keeps a great relationship with TBE and DL schools in close proximity and is aware of any TBE or DL program availabilities. Donna Salerno contacts the parent when an opening does occur. Donna Salerno then assists the parents if they continue to choose to move their child to a TBE or DL program.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
In regards to forms that are not completed, school secretaries and ENL pedagogues continue to call parents and reach out (in English or preferred language) to make appointments or times where parents can come to the school and complete the documents. Logs and records are kept indicating any times parents are contacted. Efforts including notices home, phone calls, and informal parent meetings are made to avoid any incomplete parent survey or program selections.
9. Describe how your school ensures that placement parent notification letters are distributed.
Our school ensures that placement parent notification letters are distributed through hard copy mail and if necessary a letter sent home with the child. All hard copy notices are delivered with a cover letter that has an attachment (on school letterhead) with a tear off from parents that must indicate they have received the letter. Any letters sent through mail are certified to obtain a mailed receipt. All notices are sent in English and the parents preferred language.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
The ENL coordinator is responsible for making copies of HLIS and all necessary letters to keep in the child's cumulative file. All original paperwork goes in the students' cumulative file and copies are kept in a binder with the ENL coordinator.
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.
Prior to administering the NYSESLAT, Lisa Domingo obtains the eligibility roster on the RLER screen on ATS. In order to administer all sections of the NYSESLAT to all ELLs, Lisa Domingo creates a schedule to record data. The data ensures that all students eligible for the NYSESLAT have taken it and all sections were completed. Based on Metro Techs estimated time bands, a schedule is created organizing students into groups and time frames. Each group has an attendance sheet and participation of the NYSESLAT is recorded daily by Lisa Domingo and the ENL teacher, Cathy Carbonaro. If students were absent, an ENL pedagogue created a separate time schedule for those students to be tested on the sessions missed. Attendance logs were kept for absent students and dates of completion of all subgroups are taken. Upon completion of administration, the ENL coordinator and ENL teacher review student names based on the RLER screen and attendance sheets to ensure all students had completed the NYSESLAT. In September, Lisa Domingo prints out the RLAT from ATS to monitor ELLs level and growth data.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Upon retrieval of NYSESLAT scores, continued entitlement letters and transitional support parent notification letters are distributed in English and in the parents preferred language. They are certified mailed through hard copy or if necessary through a letter with a return tear off indicating the parent received the letter is sent home with the child. Lisa Domingo monitors the letter distribution and retrieval through an excel sheet.
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).

Based on parent choices, it is a trend that many parents prefer freestanding ENL. During parent orientation, many parents explained they prefer their child(ren) to be fully immersed in the English language. Upon entering parent choices on the ELPC screen on ATS, it is noted that the parents who are involved in our school prefer freestanding ENL. According to data, 1 parent preferred the Russian Transitional Bilingual Program and 48 parents preferred freestanding ENL over dual language and transitional bilingual. The parent choice is aligned with our school because we only offer freestanding ENL services. Many parents found a liking to our school and prefer to have their students continue in education along with our freestanding ENL program. Based on this data, we continue to plan our programs with freestanding ENL service requirements. We have incorporated integrated and stand alone services based on ELLs levels and needs. Our space is limited and we are unable to offer dual language or transitional bilingual education at this time. For parents who inquired about additional programs, our parent and ENL coordinator assisted the parent to find schools that offered their desired program.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.
Students are grouped by grade and level. As part of the CR Part 154.2, kindergarten standalone ENL is implemented based on the amount of minutes each level group is mandated. Entering students will receive two units of study per week through integrated and stand alone ENL services. Emerging students will receive two units of study per week through integrated and standalone ENL services. Transitioning students will receive .5 unit of study through stand alone ENL services. Expanding students will receive one unit of study through integrated ENL services and commanding students will receive .5 unit of study through standalone ENL services. Students are grouped based on grade bands and levels. We try to refrain from mixing proficiency levels and prefer to group students according to their similar levels. Implementing standalone and integrated ENL programs allows for optimal student success. Students who will receive standalone ENL services will travel together to the ENL teachers' classroom on a routine basis to ensure their mandated minutes are received. Integrated ENL will be implemented during a content area in the students' classroom.
 - b. TBE program. *If applicable.*
Paste response to questions here:
 - c. DL program. *If applicable.*
Paste response to questions here:
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
As of the 2015-2016 school year, the scheduling coordinator, Siobhan Lorina, and ENL coordinator, Lisa Domingo, will work together to ensure ELLs receive the mandated minutes according to their levels. Explicit ENL, ELA, and HLA instructional minutes are delivered through specific requirements. The ENL coordinator and ENL teacher are scheduled according to the classroom teacher schedule. The scheduling coordinator creates blocks where the ENL teacher and coordinator are able to provide integrated or standalone ENL based on the program models. As previously mentioned our school will ensure that entering students will receive two units of study per week through integrated and stand alone ENL services. Entering students will receive 360 minutes; 180 minutes will be stand alone with the ENL teacher and 180 minutes will be integrated during ELA. Emerging students will receive two units of study per week through integrated and standalone ENL services; 360 minutes total, 180 minutes integrated during ELA and 180 minutes stand alone with the ENL teacher.. Transitioning students will receive 180 minutes; 90 minutes will be integrated during ELA and 90 minutes will be stand alone with the ENL teacher. Expanding students will receive one unit of study through integrated ENL services, 180 minutes, and commanding students will receive .5 unit of study through integrated instruction, 90 minutes. Using the program models, we will ensure the students are receiving their mandated minutes by scheduling the ENL teacher and coordinator where applicable in the schedule.
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.

Using the common core standards as a guide, the common core is implemented through teacher guided curriculums. Content is made comprehensible to foster language development by teaching the four modalities using ToMS and standard expectations. Collaboration amongst ENL teachers and classroom teachers is vital to ensure that ELLs are learning content based material using ENL strategies. Our schools tentative plan for 2015- 2016 is to consider having entering and emerging students learn how to transition in the classroom through integrated ENL, as well as out of the classroom, through standalone ENL. Transitioning and commanding ENL will be a part of standalone ENL in the ENL teachers classroom. Lastly, expanding ENL students will be a part of integrated ENL in their classroom. During standalone ENL students will be pulled out to the ENL teachers' classroom where as during integrated ENL, the ENL teacher will provide services in the students classroom during class instruction. Materials such as iPads, ENL specific books (Rigby, On Our Way to English), and manipulatives will be used to ensure ELL participation. Sheltered instruction is used when integrated into the classroom. Sheltered instruction is preferred during integrated instruction to ensure students are following with their classroom teacher instruction. During stand alone instruction students are encouraged to use their L1 as well as English to transfer information over. Incorporating integrated and standalone ENL services into the students schedule will help meet the demands of the Common Core Learning Standards.

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

To ensure that ELLs are appropriately evaluated in their home language throughout the year, teachers include students' home language in signs, explanations, and technology. The use of glossaries and periodic assessments in the students' home language are provided. The Spanish Lab, Chinese reading test, SIFE questionnaire, and LENS are also tests given in students' home language which provides teachers with appropriate home language assessment. ENL and classroom teachers also monitor student language development through interactions, classroom events, and daily activities.

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

To ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year, teachers keep a checklist that monitors student growth in specific areas. ENL teachers also keep checklists that measure ELL progress in the four modalities. Along with checklists, rubrics and standard based lessons allow teachers to monitor and include the four modalities in their lessons for ELLs. Readers theater, public speaking, class plays, and questioning contribute to student practice in the four modalities. Assessments, formal and informal, are monitored to ensure students are appropriately obtaining all modalities of English.

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

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

A) We do not have any SIFE students in our school. In the event of a SIFE student enrolling, we plan to use the SIFE questionnaire, LENS, and look closely at student work to determine their levels and strengths in their education. From this data, we will take the appropriate steps to placing them in a class and providing necessary services.

B) Based on the time period a newcomer enters our school, we strategically arrange for students to be placed in a suitable class where he/she has a peer that shares the home language. We also introduce the child to any staff that may have a common home language. In the event there is no staff or child with a common home language, we use pictures, translations, and gestures to welcome the child to our school. We begin ENL services as soon as we receive NYISTELL results (if necessary) and begin to introduce the student into the English language. Along with in school strategies, we offer supplemental ENL after school services that provide students with additional English support.

C) For developing students, we use data from the NYSESLAT and classroom assessments to determine the best instruction for these students. This subgroup of ELLs contains students with various modality abilities and we use the data to differentiate our instruction based on their independent needs. Using strategies, techniques, and English language practice, we gear our lessons towards the students needs in mind. At our school we are strong believers of small group instruction and we use this small group time to target students' needs.

D) As of this year, we do not have any long term ELLs. In the event that we do have long term ELLs, we will use data from the NYSESLAT, state assessments, and classroom work to determine the students progress. Using the data we will be able to create successful plans to best meet the needs of these ELLs. We will also use this data to arrange any necessary services that we have available, such as AIS and RTI.

E) PS 748 has planned to differentiate instruction for former ELLs by implementing strategies into their classroom learning time. Along with strategies in the classroom, former ELLs will be mandated to receive two years of service after exiting ENL. Appropriate time mandates of 90 minutes will be incorporated into the school schedule. Integrating ENL strategies with their classroom learning will allow for students to use strategies to continue growing in their academics. ENL teachers will use this time to help transition students from ENL to classroom by using strategies, strategic instruction and common planning with the classroom teachers. The transition will provide students with guidance and support but also prepare students to become

independent workers for the years beyond ENL. Collaboration amongst teachers is important to create lessons targeting former ELLs independent needs.

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.

Students who are identified as ELLs or non- ELLs by the ENL coordinator or ENL teacher, are given 45 school days for parents and teachers to determine if their status is valid. Within 45 days, a parent, guardian or teacher of an ELL or non- ELL can write a letter to request a reidentification process. The process monitored by the principal, teacher and parent and must be completed within 10 days. Upon a letter written by the parent or teacher, the school reviews student work, documents, NYSITELL score, and if necessary, school-based assessment. Based on the recommendation and data provided about the student, the principal, Ursula Annio, will determine the student's ELL or non- ELL status. With parent signature and agreement of school's decision, the letter is sent to the superintendent. The final superintendent decision is then sent to the principal and parent in the preferred language within 10 days. All documentation is kept in the student's cumulative file. To ensure student's academic progress has not been adversely affected by the re-identification process, we monitor student success. Using formal, informal assessments, checklists, goal booklets, student/teacher conferences, and monitoring student work, we are able to determine if a student's progress has been affected. If the student does not show progress, it is possible to put the student back in ENL, in which he/she will receive the appropriate services.

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?

Teachers of ELL-SWDs provide access to academic content areas and accelerate English language development by implementing small group work, hands-on activities, teacher-created materials, and appropriate room décor. Teachers place anchor charts, pictures, a word wall, and word banks throughout the room that have pictures and English language to support student learning. Materials that are incorporated are age and grade level appropriate. Using catalogs and programs such as National Geographic, teachers with ELL-SWDs are able to plan accordingly. The visuals have proved to be a great support for ELL-SWDs because they are gaining their independence when completing activities. The use of SMARTBoard and Promethean boards encourage learning through visuals and enhanced development. Small group instruction is geared towards ELL-SWDs individual needs based on assessments and checklists. Using worksheets, manipulatives, book clubs and wipe off boards, teachers take the small group time to identify students' needs and address them by implementing strategies. Many materials provided are teacher created that gear towards students' abilities. Manipulatives are also used to support ELL-SWD in hands on activities to target the students' kinesthetic memory. Teachers use data and student work to provide students' with optimal success.

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?

ENL teachers, Speech teachers, AIS and Special Education teachers work closely to create curricular, instructional, and flexible scheduling to enable ELL-SWDs to achieve their IEP goals. The higher ELL-SWD become mainstreamed for a unit block to enable optimal learning for their goals. The intermediate and low ELL-SWD work with paraprofessional (when possible) to obtain 1-1 individual support. ELL- SWDs in ICT classes are strategically placed based on their learning needs, NYSESLAT modality report and language acquisition. The ICT classroom allows for ELL-SWDs to target their needs in a mainstream environment.

Chart

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

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

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

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



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

Chart

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

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

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

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

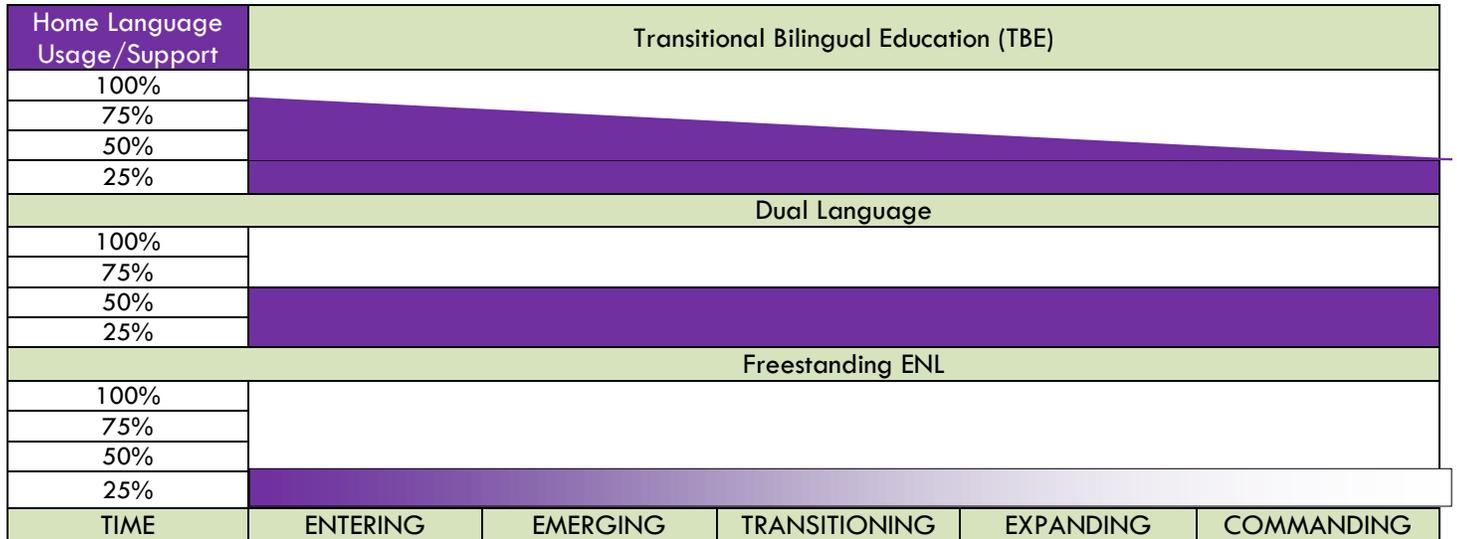


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
Our ENL program is designed to support all ENL students at all levels. Beyond our ENL program, the ENL teachers collaborate with classroom teachers to plan units, activities, and support strategies for students in ENL and in their classroom environment. Beyond ENL, students receive AIS services and additional math services provided by our math coach and AIS teacher. These services are done in small group and geared towards the needs of individual students. AIS and math are targeted towards developing ELLs. Newcomer ELLs are given support through in class strategies, ENL services, and after school opportunities. Integrated ENL allows for ENL teachers to work closely with classroom teachers to target Social Studies and Science content in the classroom. In all programs, the use of students native language is encouraged through material used, labels, and allowing students to use their L1 to transfer to English.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Based on student progress during the 2014- 2015 school year, we see that students are progressing in listening, speaking and writing faster than reading. Using checklists, informal and formal assessments, daily observations, and student work, we are able to pinpoint the strengths and weaknesses of all ELLs. For the 2015- 2016 school year, we will implement more reading and focus on developing students reading skills in all content areas. Language is met through speaking, socializing, class plays, and every day activities. Content is met through standard based lesson plans, activities, and assignments that are followed by rubrics. Our school has met three of the four modalities well and we continue to use our program as well as tweak our reading structure for the coming year. Teachers are made aware of their ELLs by receiving a program and excel print out that explains students home language, level, and modality break down. Incorporating more integrated teaching, ELLs are able to obtain the necessary skills to meet language and content development.
12. What new programs or improvements will be considered for the upcoming school year?
For the upcoming school year, new reading strategies and the use of Orton Gillingham strategies will be implemented in ENL. Also, the structure and schedule of ENL will be revised to accommodate the new program models for ENL students.
13. What programs/services for ELLs will be discontinued and why?
We do not anticipate to discontinue any programs or services at this time.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs are afforded equal access to all school programs by having options to join groups, clubs, or activities. During the school day, ELLs are given the opportunity to choose an "enrichment" course they are interested in such as, cooking, painting, or dancing. In these enrichment courses, ELLs are socializing with new friends, as well as learning content in a new manner. ELLs are encouraged to participate through translated letters home and in school explanations. Translators, phone translations, and notices in their home languages are provided for ELLs to be a part of the school community. ENL after school is offered to ELLs in our school to support their academic learning. If parents agree to have their child attend after school, ELLs receive additional support beyond the school day. Additionally, ELLs are given the opportunity to attend the NIA or Home Sweet Home after school programs that are offered. Notices and information are given in English and the parents preferred language. After school programs encourage students to develop social skills while obtaining tutoring in a social environment.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
Instructional materials used to support ELLs are various leveled/themed books, IPADs and appropriate ENL apps, RazKids subscription, wipe off boards and markers, hands on materials for activities, such as paper, glue, etc, and vocabulary building cards/glossaries. The use of the SMARTBoard and Promethean Board make access to language possible through pictures, translations, and hands on learning. Subgroups also have access to all learning materials and encouraged to use the materials during lessons and support.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
At this time we do not have dual language or transitional bilingual ENL at PS 748. Home language support is delivered in our ENL program model. The use of glossaries, picture related charts, language libraries and library books are available and students' native language is present. 25% of students' home language is required to be present during the ELLs education and it is presented through access to translators, available notices in their home language and the use of technology. We also use strategic placement for ELLs to be in a class with a student of common language or a staff member with a common language.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
PS 748 ensures all required services/ resources support and correspond to ELLs' ages and grade levels by using the data of the ELLs. For example, understanding that an ELL scored at an emerging level and is reading level A books in the classroom, the ENL and classroom teacher collaborate to use level appropriate resources. If the student is a fourth grader reading a C level, the ENL and classroom teacher will find appropriate material that is age appropriate along with their cognitive needs. Services and resources are available to provide ELLs with individual learning. The use of data is necessary to incorporate age and grade level

materials. Upon receiving materials, the ENL and classroom teacher use the age and grade level material to support the student in their needs while keeping content appropriate for their abilities.

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).

Before the beginning of the school year, the ENL coordinator and parent coordinator create a schedule that enables ELLs and their parents to experience a smooth transition. Fifth grade volunteers assist in guiding ELLs to their classroom and introducing the students to their teachers. The parent coordinator assist parents through walk through tours if necessary and the fifth grade students prepare a meet and greet with ELLs who speak common home languages. Accesses to over the phone translators, as well as in person translators are readily available. The ENL coordinator then creates flexible schedules to prepare newcomers for entering the new school.

19. What language electives are offered to ELLs?

N/A

20. For schools with dual language programs:

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

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
The professional development plan for all ELL personnel is to provide training during designated non-attendance student days and having ENL pedagogues turnkey any and all important information to all teachers. Approximate upcoming days for 2015- 2016 will be November 3rd and during professional learning time on Mondays from 2:20- 4:00 pm. In addition to formal professional developments, PS 748 hosts professional book clubs, during extended professional time, in which teachers read, "Helping English Language Learners Succeed" by Dunlap and Weisman. Upon reading this book, teachers gather and reflect on their findings in terms of ELLs. Our plan is to involve all teachers of ELLs in professional developments about strategies, assessments, learning techniques, and individual support.
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?
Professional development in school or outside is offered to teachers to better strategize, plan, and guide ELLs in the classroom. Professional developments that have been completed are: Orton- Gillingham Literacy strategies, Literacy Development & Language Acquisition (The Reading Process), National Geographic, and teacher led ENL strategy workshop.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
The Brooklyn School of Global Scholars is rich in culture and community with a diverse cultural and linguistic student population. Together as a team we spend countless hours discussing the transition into middle school for our ELL population. We have created an environment of safe spaces for students and their guardians to explore the articulation process of middle school. Our school team has a clear school vision that includes high expectations for ELL student achievement supported by a purposeful plan of action leading to post-secondary options, including college. Our school is continuously monitoring our ELL student's progress throughout their academic career. At P.S. 748 our articulation process begins in 4th grade, where students and parents are invited to an assembly that provides all students including ELLs with information regarding the transition into middle school. ALL information is printed in numerous languages and translators are available for questions. In 5th grade, our students and parents are provided with multiple parent-meeting to discuss the process. Our fifth grade teachers, parent coordinated, guidance counselor, and ESL teachers provide constant assistance during this process. Our students are informed regarding superintendent programs, specialized programs, and dual language programs. Our teams provides assistant to all members of our school community based on their individual needs. During middle school open houses, we encourage our students and parents to visit the school and communicate with school about their programs and what the school can offer. We provide our students will all available resources and try our best to make sure the articulation process is a smooth transition for every student.
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.

In order to ensure staff members meet the required professional development hours, our staff is provided with conferences during our professional development time. Along with conferences, on student non- attendance days, there are teacher- led professional developments that target ENL services and strategies. Our school principal keeps attendance records of staff attendance and agendas to ensure staff members are completing their required hours. Staff is also encouraged to keep their agendas for records of attendance. Beyond school provided professional developments, teachers are encouraged to attend trainings outside of the school.

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?
Beyond parent teacher conferences, ENL teachers make an initiative to schedule 1-1 parent meetings to discuss student progress with parents. If parents are unable to meet in person, the ENL teachers have over the phone conferences and keep logs of those parents they spoke too. If necessary, email and notices on school letter head are sent home with a tear off to ensure parents have received the notices. Along with conferences, PS 748 established goal booklets that are sent home in the months of November, February, and April indicating student goals and must have a parent signature signifying they have reviewed it. If parents have a preferred language, all notices are sent home in English as well as their preferred language. We use translations and outreach to ensure parent communication is involved in ELL education.
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 use attendance sheets, sign-in sheets, phone logs, certified mail receipts, agendas, and email print outs to keep for annual individual meetings. Lisa Domingo and Donna Salerno keep copies of all sheets and logs. If necessary, translation services are provided for in person or over the phone conferences, as well as translated notices. P.S. 748 is inviting to parents and welcome all parents to conferences, scheduled meetings, email conversations or over the phone conversations.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. PS 748 hosts numerous parent involvement activities. Donna Salerno keeps a respected presence in our school as the Parent Coordinator and is in touch with parents on a daily basis. She also keeps relationships with programs, such as Chang Learning, in case of need of translation or assistance. Our PTA consists of ELL parents and with their help we are able to fund in school activities and events. Activities include international night, culture fairs, bake sales, relay for life, Latin dance, enrichment courses (throughout the school day), and book sales. All students and families are encouraged to attend events through fliers and text- 101. Beyond fliers, teachers send home newsletters that inform parents of their child's class updates. Parents are informed of special events, classroom projects, upcoming dates, and their child's learning. Translation units, parent volunteers, or outside assistance, such as Chang, are available to provide translation services if necessary.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
This year our school worked with FIAO and was able to offer a free after school program to all students. The FIAO after school provided students with snack, homework help, and art/ play activities. Beyond the FIAO, we offered a supplemental ENL after school program that provided students with additional English language support. Along with programs, P.S. 748 hosts nights such as "Pajama Literacy Night", "Cultural Night", and "Family Night", where students and their families are encouraged to attend and share events with their peers and school. Parents are welcome to bring family members and are given the opportunity to share their knowledge and home language with the school. Translation units, parent volunteers, translated letters, and services are available to provide translation if needed.
5. How do you evaluate the needs of the parents?
We evaluate the needs of parents through school surveys, parent responses during PTA meetings, parent emails, and informal conferences. Translation units, parent volunteers, translated letters, and services are available to provide translation if needed.
6. How do your parental involvement activities address the needs of the parents?
Our parental involvement activities address the needs of the parents by including all cultures. The incorporation of translated notices, translation units, and email accessibility allow easy access to our school and information. We send home fliers and ask for volunteers of parents for school and classroom events. If parents have concerns or suggestions, we take their information and create accessible events or use their suggestions for any future events. Donna Salerno keeps an excellent relationship with parents and is always available to assist.

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.
Beyond ENL services for students, our parent coordinator led a free ENL parent English language course. This course was offered to all parents to learn the English basics, receive any information, and become part of their child's learning. Many parents attended and appreciated the class for its content, as well as the information they were provided throughout the school year. We look forward to implementing this next year as well.

School Name: I

School DBN: 20K748

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)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ENL/Bilingual Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **20K748** School Name: **P.S. 748**
Superintendent: **K. Costantino**

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.

The data and methodologies used to assess language preferences are conducted through the Pupil secretary, ENL teachers/coordinator, classroom teachers, and parent coordinator. Upon students entering our school, the HLIS is completed and parents are encouraged to complete the form in their preferred language. Based on parent responses, the ENL coordinator provides an interpreter or phone service to provide the parent with any necessary translations. Once HLIS is completed, the pupil secretary and ENL coordinator work together to input parent preferences into ATS under student data. Along with the HLIS, parents are asked to complete emergency contact cards and a brief language survey to indicate their preferred language. Apart from the mandated forms, P.S. 748 completes parent orientations for all parents with translators to ensure parent language preferences. The orientations allow parents to take part of the school community through their native language. Parent orientations allow for parents to distinguish their preferences based on written and oral communication. Our parent coordinator also keeps note of parent language preference to better assist parents in times of need and concerns. After all orientations and forms are completed, classroom teachers and school leadership also become aware of parent language preferences through ATS information and notes that are placed on file for teacher reference. Once completed, all staff members in the school are aware of parent language preference and are knowledgeable of what steps to take to communicate in written or oral form.

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.

Based on our RAPL report, written preferred languages are English 452, Chinese (any kind) 89, Spanish 69, Russian 19, Arabic 16, Urdu 10, Italian 3, Polish 3, Uzbek 2, Ukrainian 2, Turkish 1, Korean 1, Bengali 1 and Bihari 1. Oral communication preferred languages are English 451, Chinese (any kind) 79, Spanish 70, Russian 20, Arabic 16, Urdu 11, Mandarin 11, Cantonese 3, Italian 3, Bengali 2, Polish 2, Uzbek 2, Ukrainian 2, Korean 1 and Turkish 1.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

The documents our school disseminates every year are newsletters, parent- teacher conference announcements, after school program information, goal booklets, parent/student resource guide during school breaks, school event information, testing dates/ information, curriculum, PTA meetings, and parent involvement opportunities.

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.

Face to face meetings in our school consist of parent- teacher conferences, curriculum nights, school based events (relay for life, fundraisers, and dance festivals), PTA meetings (held once a month), parent orientations, publishing parties, and monthly parent meetings that are held beyond parent teacher conferences. Informal interactions occur over the phone, through email, parent/ teacher written letters, and through the parent coordinator.

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.

Our school meets identified translation needs by utilizing the translation and interpretation unit, school based staff, and parent assistance. Written translations are submitted to translators prior to their hand

out date. Letters sent home are usually translated in preferred languages along with English versions to adhere to all parent preferences.

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.

Interpretation services are provided by over the phone interpreters, school staff, and parent volunteers. The school staff is knowledgeable of the variety of translation options to ensure full parent communication.

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.)

Our staff is trained at staff meetings as well as school memos that indicate the process of using the translation and interpretation unit.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

When entering the building, P.S. 748 provides a bulletin board that provides notices and information in various languages and English. Parents are offered the opportunity to read, write, and speak in their preferred language by email, phone translation units, or in person translations. The welcome poster provides parents with the opportunity to choose their language and the staff, including secretaries and parent coordinator, assists the parents with the translation needs. Using the DOE translation services, as well as outside services such as parent volunteer, we are able to accommodate and fulfill parental notification requirements.

Part F: Monitoring and Quality Control

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

Our school incorporates parent surveys beyond the Department of Education and ask for parent feedback through our school website and parent coordinator.