

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

02M033

School Name:

P.S. 033 CHELSEA PREP

Principal:

LINORE LINDY

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: PS 33 – Chelsea Prep School Number (DBN): 02M033
PK - 5
Grades Served: _____
School Address: 281 9th Avenue, New York, NY 10001
Phone Number: 212-244-6426 Fax: 212-629-6893
School Contact Person: Cindy Wang Email Address: cwang@schools.nyc.gov
Principal: Cindy Wang
UFT Chapter Leader: Cristina Tur
Parents' Association President: Logan Gentry
SLT Chairperson: Linda Shkreli
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

District: 02 Superintendent: Bonnie Laboy
333 Seventh Avenue, NY, NY 10001
Superintendent's Office Address: _____
Superintendent's Email Address: blaboy@schools.nyc.gov
(212) 356-3815
Phone Number: _____ Fax: _____

Borough Field Support Center (BFSC)

BFSC: Manhattan Director: Yuet Chu
333 7th Avenue, New York, NY
Director's Office Address: _____
Director's Email Address: YChu@schools.nyc.gov

Phone Number: (212)356-7564 _____ Fax: _____

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

| Name | Position and Constituent Group Represented | Signature (Blue Ink) |
|---------------------|---|-------------------------|
| Cindy Wang | *Principal or Designee | |
| Cristina Tur | *UFT Chapter Leader or Designee | |
| Logan Gentry | *PA/PTA President or Designated Co-President | |
| Not Applicable/None | DC 37 Representative (staff), if applicable | |
| Not Applicable/None | Title I Parent Representative (or Parent Advisory Council Chairperson) | |
| Not Applicable/None | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> | |
| Not Applicable/None | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> | |
| No Applicable/None | CBO Representative, if applicable | |
| Lindsay Gregory | Member/ Fourth Grade Teacher | |
| Linda Shkreli | Member/ Third Grade Teacher/SLT Chairperson | |

| Name | Position and Constituent Group Represented | Signature (Blue Ink) |
|---------------|---|----------------------|
| Ivli Salman | Member/ Parent of Students Grade 2, Grade 4 | |
| Ruth Ford | Member/Parent of Student Grade 1 | |
| Jenny Liang | Member/Parent of Students Grade 2 | |
| Andrea Merced | Member/Parent of Student Grade 1 | |
| Lynne Garon | Member/ Speech Teacher/Treasurer | |
| | 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.

The Chelsea Prep Community of scholars is focused on student achievement and making advances in the fields of sustainability, science, academics, and the arts. We believe all children learn differently. Students learn best when they are aware of their own learning needs and are actively engaged in their learning, so becoming autonomous learners. We support students in taking responsibility for their learning and giving them the confidence to work at and beyond their zone of proximal development.

Chelsea Prep is a very diverse school with 25% Asian, 25% Caucasian, 31% Hispanic, 12% African American, <1% Native American, and 6% Multi-racial students. Chelsea Prep is proud to have numerous partnerships and collaborations with community based and cultural institutions including the Whitney Museum, Intrepid, Rubin Museum, ChessNYC, Google, Third Street Music School, NYU Child Study, Highline, and the National Dance Institute. We also have amazing dance programs like Bollywood, Red Ribbon Dancing, Square Dancing, Rosie's Kids, and the American Ballet Theatre. We are also the school featured in the book Reading Projects Reimagined: Student-Driven Conferences to Deepen Critical Thinking by Dan Feigelson.

Over the past year, we have made great strides in increasing the rigor of our instruction. We, as a school, recognize that rigor is from bottom up, not top down. Across classrooms, students are engaged in inquiry based activities that are differentiated. Students are motivated to learn as their interests and needs are being addressed in intellectual ways. Across classrooms, there are student led conferences, book clubs, grand conversations, and Socratic seminars that support student autonomy in the classroom. Teachers routinely scaffold instruction to strategically ensure effective entry points for all learners. Students are provided with tailored materials such as tiered vocabulary lists and graphic organizers to work through their tasks. Students are expected to articulate the reasoning for their answers. For example, mathematics is presented as authentic problem solving experiences with students applying their knowledge to real world problem solving. Students are engaged in a meaningful process of solving mathematical problems rather than just formulating the correct answer. Math teaching is based on research that states critical thinking, analyzing and communicating about thinking processes will result in excellence in student performance. With high standards in each classroom and a motivating, aligned curriculum, we have seen growth in student achievement. School stakeholders share the vision that Chelsea Prep's positive school wide culture celebrates learning. Further, we strive to meet the social-emotional needs of every student to ensure college and career readiness.

02M033 School Information Sheet

| School Configuration (2014-15) | | | | |
|---|----------------------|---|-----|---|
| Grade Configuration | PK,0K,01,02,03,04,05 | Total Enrollment | 637 | 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 | 6.5% | % Attendance Rate | | 95.5% |
| % Free Lunch | 45.8% | % Reduced Lunch | | 6.3% |
| % Limited English Proficient | 5.6% | % Students with Disabilities | | 13.5% |
| Racial/Ethnic Origin (2013-14) | | | | |
| % American Indian or Alaska Native | 0.5% | % Black or African American | | 14.6% |
| % Hispanic or Latino | 29.7% | % Asian or Native Hawaiian/Pacific Islander | | 25.2% |
| % White | 24.3% | % Multi-Racial | | 5.6% |
| Personnel (2014-15) | | | | |
| Years Principal Assigned to School (2014-15) | 10.34 | # of Assistant Principals (2014-15) | | 1 |
| # of Deans (2014-15) | N/A | # of Counselors/Social Workers (2014-15) | | 2 |
| Personnel (2013-14) | | | | |
| % of Teachers with No Valid Teaching Certificate (2013-14) | N/A | % Teaching Out of Certification (2013-14) | | 13.9% |
| % Teaching with Fewer Than 3 Years of Experience (2013-14) | 0.2% | Average Teacher Absences (2013-14) | | 6.26 |
| Student Performance for Elementary and Middle Schools (2013-14) | | | | |
| ELA Performance at levels 3 & 4 | 53.2% | Mathematics Performance at levels 3 & 4 | | 63.3% |
| Science Performance at levels 3 & 4 (4th Grade) | 95.6% | Science Performance at levels 3 & 4 (8th Grade) | | N/A |
| Student Performance for High Schools (2012-13) | | | | |
| ELA Performance at levels 3 & 4 | N/A | Mathematics Performance at levels 3 & 4 | | N/A |
| Credit Accumulation High Schools Only (2013-14) | | | | |
| % of 1st year students who earned 10+ credits | N/A | % of 2nd year students who earned 10+ credits | | N/A |
| % of 3rd year students who earned 10+ credits | N/A | 4 Year Graduation Rate | | N/A |
| 6 Year Graduation Rate | N/A | | | |
| Overall NYSED Accountability Status (2014-15) | | | | |
| Reward | | Recognition | | |
| In Good Standing | X | Local Assistance Plan | | |
| Focus District | X | Focus School Identified by a Focus District | | |
| Priority School | | | | |
| Accountability Status – Elementary and Middle Schools | | | | |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | YES |
| Hispanic or Latino | YES | Asian or Native Hawaiian/Other Pacific Islander | | YES |
| White | N/A | Multi-Racial | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | N/A |
| Economically Disadvantaged | YES | | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | YES |
| Hispanic or Latino | YES | Asian or Native Hawaiian/Other Pacific Islander | | YES |
| White | N/A | Multi-Racial | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | N/A |
| Economically Disadvantaged | YES | | | |
| Met Adequate Yearly Progress (AYP) in Science (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | 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 | YES | | | |
| Accountability Status – High Schools | | | | |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | N/A | Multi-Racial | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | N/A |
| Economically Disadvantaged | N/A | | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | N/A | Multi-Racial | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | N/A |
| Economically Disadvantaged | N/A | | | |
| Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | N/A | Multi-Racial | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | N/A |
| Economically Disadvantaged | N/A | | | |

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

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

Part 1 – Needs Assessment

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

Data was collected from numerous sources including HEDI Ratings, NYS Assessments, and Teacher Expertise and Needs Assessments. This data was analyzed to determine the needs of our students.

Of the students entering school in Kindergarten and First Grade, many are reading below level A as per Fountas and Pinnell reading assessments. These students lack early literacy skills and have not attended full-day Pre-K. Approximately **12 %** of our general education kindergarten students and **6 %** of our general education first grade students are English Language Learners.

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, 70% of students in Grades K/1 will meet goals as determined by Measures of Student Learning (MOSL) goal setting, using Fountas and Pinnell reading assessments.

Part 3 – Action Plan

| <p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. | <p>Target Group(s) Who will be targeted?</p> | <p>Timeline What is the start and end date?</p> | <p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p> |
|--|---|--|---|
| <p>The data from Universal Design for Learning (UDL), a research-based framework, suggests that each student learns in a unique manner. Teachers use the Universal Design for Learning to create options in how instruction is presented, how students express their ideas and how to engage students in their learning, thus customizing and adjusting instruction to meet the learning needs of individual students. Teachers will develop, apply, and monitor instructional strategies which may include:</p> <ul style="list-style-type: none"> • Guided reading instruction • Word study • Shared reading • Strategy groups • Read aloud • Turn and talk • Think aloud • Grand conversations • Conferring • Independent reading | <p>Kindergarten and First Grade students</p> | <p>1. September 2015- May 2016</p> | <p>1. Literacy Coach 2. Literacy Consultant 3. SETSS Teacher</p> |

| | | | |
|---|---------------------------------------|--|---|
| Teachers will administer Fountas and Pinnell assessments at three intervals during the school year: September, January, and May. Running Records are conducted during October, November, December, February, March, and April. The School Intervention Team analyzes individual independent reading levels compared to reading benchmarks. Interventions are provided for students who are stalled. | Kindergarten and First Grade students | Timeline Fountas and Pinnell September, Running Records October, Running Records November, Running Records December, Fountas and Pinnell January, Running Records February, Running Records March, Running Records April, Fountas and Pinnell May. | 1. Literacy Coach 2. Literacy Consultant 3. SETSS Teacher |
| Teachers will ensure that their conferences with students are clear and focused. Conferences are structured around students' needs and interests. During conferences, teachers discuss reading behaviors. Teachers scaffold conferences to deepen student's thinking and use high-level questioning and reflection to set further learning goals. Conference structures will vary to include regular one-to-one or reading projects that are teacher/student initiated. | Kindergarten and First Grade students | September 2015- May 2016 | 1. Literacy Coach 2. Literacy Consultant 3. SETSS Teacher |
| Teachers will include time during read aloud for students to engage in "grand conversations" which assist students with engaging in more sophisticated oral discussions for writing/reading responses. | Kindergarten and First Grade students | September 2015- May 2016 | 1. Literacy Coach 2. Literacy Consultant 3. SETSS Teacher |

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. |
| <ol style="list-style-type: none"> 1. Generation Ready Consultants 2. Collaborative Teacher Teams 3. Common Planning Preps/Action Research 4. Vertical Articulation 5. <u>Talk About Understanding</u> , by Ellin Keene, Heinemann, 2012. 6. <u>The Continuum of Literacy Learning K-8</u> , Fountas and Pinnell, Heinemann 7. <u>Reading Projects Reimagined: Student Driven Conferences to Deepen Critical Thinking</u>, Feigelson, Heinemann 8. Fountas and Pinnell Reading Assessment Kits A-L, L-Z 9. Danielson Framework 10. Book Study Clubs |

11. Units of Study/Performance Tasks/EngageNY
12. Response to Intervention (RTI)
13. Teacher Professional Development on Mondays and Tuesdays
14. Time for teachers in grades K and One to meet as a team.
15. Time for teachers grades K and One to meet as a team and individually with consultants.
16. Time scheduled for common preps to facilitate meeting times.
17. Time allocated in professional learning times on Monday extended day for targeted professional learning.

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 | | 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.

1x Reading Baseline (September) and 2x Benchmarks (January and May) using Fountas and Pinnell

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.

Chelsea Prep cultivates a respectful culture for all constituents, where students are known individually and high levels of support foster students’ social, emotional, and academic development. This is evidenced in the last School Quality Review. Higher order thinking is emphasized across grades and content areas via questioning, which is embedded in learning activities across the curricula. The Chelsea Prep community identifies building student autonomy as our instructional focus. Teaching practices across classrooms promote high levels of thinking, provide multiple entry points for all learners, and further align to our school wide belief in developing college and career readiness in all students.

Strong beliefs about how students learn best are consistent across classrooms. Classroom learning environments at all grade levels are based on Vygotsky's Theory of Development that pushes students out of their comfort zone and challenges them to engage in tasks of higher difficulty. Teacher teams discuss ways that students can independently self-reflect and set goals in alignment with the school's focus on student engagement and autonomy utilizing the Danielson framework.

Part 2 – Annual Goal

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

By June 2016, through the use of rubrics and checklists, all students will participate in self-reflection and personal goal setting in at least one academic area of study.

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 Supportive Environment 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? |
|---|--|---|---|
| Clear Expectations | Students K-5 | September 2015-June 2016 | <ul style="list-style-type: none"> • Teachers • Guidance Counselor • School Staff |
| 5 Rules for School Consistent in K through Grade 5 | Students K-5 | September 2015-June 2016 | <ul style="list-style-type: none"> • Teachers • Guidance Counselor • School Staff |
| Recess Coach/Asphalt Green | Students K-5 | September 2015-June 2016 | <ul style="list-style-type: none"> • Teachers • Guidance Counselor • School Staff |
| Differentiated support structures for students with various learning needs. | Students K-5 | September 2015-June 2016 | <ul style="list-style-type: none"> • Teachers • Guidance Counselor • School Staff • Consultants |

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. | | | | | | | | | | | |
| Time allocated for planning and running Parent workshops | | | | | | | | | | | |
| Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal. | | | | | | | | | | | |
| X | Tax Levy | | 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.

Reflection and goal setting achievements will support setting new goals after each report card. Students with special needs will be provided with Functional Behavioral Assessments and Behavioral Intervention Plans to help improve behavioral issues that impact academic success.

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.

We have established effective systems for monitoring teaching practice with a clear focus on improving instructional practices for increasing student achievement. The Leadership Team consisting of the principal and four teachers, study how to use coaching techniques to build capacity for the entire staff to enable teachers to become "experts" in various components of the Danielson framework. A current example of this is the use of teacher facilitators who led break out groups on Chancellor’s Day Professional Learning.

This "Teacher Expertise List" is utilized by teachers, especially student teachers and new teachers, to observe good practice in their selected areas of need.

Teachers teams and school leaders analyze assessment results by topics using formative classroom data to identify strengths and weaknesses that need to be addressed as next instructional steps, providing differentiated feedback to elevate school-wide instructional practices.

The Number & Base Ten math domain has been identified as a focus area that needs a consistent whole school approach utilizing vertical research and articulation from math leaders, and all K-5 teachers.

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, teachers will have documented their adjustments to instructional practices based on their collaborative analysis and utilization of assessment data on Google Drive.

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). • Strategies to promote teacher-parent collaborations to improve student achievement. | 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? |
|--|--|---|---|
| Regular Learning Walks and/or Intervisitations with clearly articulated purpose, focus and feedback. | Vertical Teams, Grade level teams | January 2016-May 2016 | <ul style="list-style-type: none"> • Principal • Math Leaders • ELA leaders |
| Research appropriate math models, and teaching strategies for each developmental stage using the Common Core Progression: Number & Base Ten and lesson structures that support student involvement. | Vertical Teams, Grade level teams | October 2015-May 2016 | <ul style="list-style-type: none"> • Math Leaders • Math Consultant |
| Offer various choices for collaborative teacher learning such as: Book Study, Interactive ‘hands on’ learning, and online opportunities. | Vertical Teams, Grade level teams | October 2015-May 2016 | <ul style="list-style-type: none"> • Math Leaders • ELA leaders • Math Consultant |
| Schedule regular vertical planning and articulation meetings such as: K-5 Vertical PD meetings, and Grade Level meetings | Vertical Teams, Grade level teams | October 2015-May 2016 | <ul style="list-style-type: none"> • Math Leaders • ELA leaders • Math Consultant • Teacher Leadership Team |

Part 4 – Budget and Resource Alignment

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|--|
| <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>Consultants to support teachers in their collaboration.</p> <p>Time scheduled to accommodate teacher team meetings.</p> <p>Time scheduled for professional learning on Monday extended day.</p> <p>Human resource: CUNY Intern to maintain school computer systems to facilitate use of Google drive.</p> |
| <p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p> |

| | | | | | | | | | | | |
|---|----------|--|-----------------------------------|--|------------|--|---------------------|--|----------------------|--|-------------------------|
| 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 | | 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.

Draft lists of appropriate math models, terminology, and strategies for teaching place value PreK-5 are developed across the year. Progress is reviewed in December and March and completed in May.

Teacher Teams will meet in December, March and May to review analysis and utilization of assessment data and its use in directing student learning.

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

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

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

Part 1 – Needs Assessment

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

The principal and teachers study how to use coaching techniques to build capacity for the entire staff to enable teachers to become "experts" in various components of the Danielson framework. Support is provided for new teachers by mentor teachers as well as support for senior teacher leadership development. Ongoing one-on-one data meetings are conducted with the principal and coaches to ensure that students are making the level of progress necessary to reach school goals. As a result, teachers are able to track and understand students' progress relative to rubrics, and are able to provide relevant written feedback to students to increase their academic achievement levels, as well as to evaluate and revise instruction. Teachers conduct ongoing checks for understanding and routinely circulate among groups of students using specifically-formulated questions to elicit evidence of student understanding and record their findings to adjust instruction. Grading policies are aligned with the school's curricula across grades and utilize a uniform 1-4 rating system to establish grading coherence. This is evidenced in the School Quality Review.

Part 2 – Annual Goal

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

By June 2016, the mathematics performance assessments for Third Grade students scoring in the lowest third of the school’s fall baseline will demonstrate 20% increase in math performance scores.

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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. | 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? |
|--|--|---|---|
| Mental Math Inter-visitations | Vertical teacher teams | October 2015-May 2016 | <ul style="list-style-type: none"> • Math Teacher Leaders • Math Consultant |
| Develop Math Leaders for each grade | Vertical teacher teams | September 2015-May 2016 | <ul style="list-style-type: none"> • Math Teacher Leaders • Math Consultant |
| Math Assessment Data analyzed and progress monitored – 3x year | Grade 3 teachers | September 2015-May 2016 | <ul style="list-style-type: none"> • Math Teacher Leaders • Math Consultant |
| Focus on Mathematical Models and Representations | Grade 3 Teachers | September 2015-May 2016 | <ul style="list-style-type: none"> • Math teacher Leaders • Math Consultant |

Part 4 – Budget and Resource Alignment

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|---|----------|--|--------------------------------|--|------------|--|------------------|--|-------------------|--|----------------------|
| Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc. | | | | | | | | | | | |
| Scheduling time for Grade 3 teachers to meet as a team to implement the Action plan, Vertical Alignment teams to meet. | | | | | | | | | | | |
| 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 | | Other |

Part 5 – Progress Monitoring

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|---|
| Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. |
| Feedback from Intervisitations, learning walks, coaches, and Danielson Framework |

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

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

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

Part 1 – Needs Assessment

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

In 2015-2016, we will focus on building stronger family and community ties to enrich our Chelsea Prep community. We are committed to working collaboratively with parents, families, and teachers to build a stronger home school connection through events like Town Hall meetings, Coffee with the Principal, and Parent Workshops. We hope to maintain partnerships with businesses and community-based organizations to bring more resources into our school building.

Part 2 – Annual Goal

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

By June 2016, there will be an increase of 10% in the number of parents attending events and workshops as measured by attendance sign in sheets, photographs and exit slips.

Part 3 – Action Plan

| <p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. | <p>Target Group(s) Who will be targeted?</p> | <p>Timeline What is the start and end date?</p> | <p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p> |
|--|---|--|---|
| <p>Teachers provide opportunities for parents / guardians to become informed about the curriculum and expectations at Back to School</p> | <p>Parents</p> | <p>September 2015-June 2016</p> | <p>1. Parent Coordinator</p> |

| | | | |
|---|---------|--------------------------|--|
| Evening, which takes place at the beginning of the year and through classroom newsletters sent home monthly. | | | 2. PTA President 3. Consultants 4. Classroom Teachers |
| Classroom celebrations, to which parents are invited, take place in each classroom at least three to four times per year. Parents learn about the focus of the lesson before the presentation of student learning, are able to provide written feedback in response to student work, and leave understanding the goals and content for the next unit's celebration. | Parents | September 2015-June 2016 | 1. Parent Coordinator 2. PTA President 3. Consultants 4. Classroom Teachers |
| Workshops – flyers and emails are sent out to parents at least 10 days before the meeting. Attendance is recorded. All workshops are held by highly qualified instructors. | Parents | September 2015-June 2016 | 1. Parent Coordinator 2. PTA President 3. Consultants 4. Classroom Teachers |
| | | | |

Part 4 – Budget and Resource Alignment

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|---|----------|--|--------------------------------|--|------------|--|------------------|--|-------------------|----------------------|
| Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc. | | | | | | | | | | |
| Time to create and disseminate parent information on school community events, such as publishing parties, parent workshops. | | | | | | | | | | |
| Time to run events and workshops for parents and school community. | | | | | | | | | | |
| 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 | 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. |
| Sign in sheets are regularly analyzed and tallied by the parent coordinator who shall keep a running total of family participation to compare to the 2014-2015 data. |
| 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) | ELA State Exam Level 1 | Fountas and Pinnell Intervention Kits | Small Group | Extended Day, Extended Week |
| Mathematics | Math State Exam Level 1 | GoMath RTI Intervention Kits | Small Group | Extended Day, Extended Week |
| Science | Science State Exam Level 1 | FOSS Kits | Small Group | Extended Day, Extended Week |
| Social Studies | Level 1 on Unit assessment | Trade Books/Non-Fiction Passages | Guided/Small Group | Extended Day, Extended Week |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | Bereavement, Divorce, Traumatic Experience | As Needed | As Needed | As Needed |

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

2b. High Quality and Ongoing Professional Development

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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|--|
| 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) Template

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

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

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

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

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

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

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

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

School-Parent Compact (SPC) Template

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

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

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.
 - o The Title III supplemental instructional services must be based on student need
 - o These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - o Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - o 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.”
 - o 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.
 - o These are in addition to mandated activities, such as parent orientation during ELL identification process.

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: PS. 33 | DBN: 02M033 |
| This school is (check one): conceptually consolidated (skip part E below) ***** 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): Before school X After school X Saturday academy Other: | |
| Total # of ELLs to be served: Grades to be served by this program (check all that apply): K-(7students) 1-(9stud.) 2-(9stud.) 3-(2stud.) 4-(3stud.).. 5-(1stud.) | |
| Total # of teachers in this program: | 4 |
| # of certified ESL/Bilingual teachers: | 4 |
| # of content area teachers: | |

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

We need to supplement classroom instruction after school and Saturdays. Our students go home to non-English speaking households. Immersing students in an ELL extended program enriches classroom instruction. Thirty students from grades K-5 will be served in the Title III Extended Day program. Four licensed ESL teachers will provide English language services to children in Grades K-5. The focus of the program will be increasing English literacy, writing, science and social studies. The table below disaggregates the data for our ELL students based on 2013-2014 NYSESLAT and 2014 NYSITELL:

| Level | Number | Percent |
|--------------|--------|---------|
| Beginning | 9 | 30% |
| Intermediate | 10 | 33% |
| Advanced | 11 | 37% |

ELL Subgroups

| Subgroup | Number | Percent |
|-------------------|--------|---------|
| Newcomers | 10 | 40% |
| Special Ed ELLs | 12 | 46% |
| SIFE | 3 | 12% |
| Gifted & Talented | 1 | 4% |

ELL students will receive 1 and $\frac{1}{4}$ additional hours of literacy instruction weekly, commencing December 2014 to May 2015. The language of instruction is English and all 4 instructors are certified ESL teachers. The following materials will be used: Big Books, Books on CD's, listening centers with headphones, I-pads, leveled non-fiction texts, read aloud books, and journals.

Part B: Direct Instruction Supplemental Program Information

The balanced literacy model and interactive writing will be the instructional strategies used to provide supplementary instruction for the ELLs, based on F&P data, test data, teacher input, and NYSELAT-results.

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

It is vital that staff understands strategies used in various production stages and research in acquiring a second language. Professional development during the course of the year will address topics including distinguishing between second language acquisition and learning abilities; misconceptions about the second language acquisition process and differentiating instruction for second language learners who also have learning disabilities; data driven decision making in a multi-tiered model, and considerations when assessing ELLs. The providers are the principal, who possesses an ESL license, and four certified ELS/Bilingual teachers, as well as, a literacy consultant.

Our Professional Development is ongoing and sustained. Staff members attend the ESL/Bilingual Committee workshops at the UFT Teacher Center.

There will be text study groups within the school throughout the year which will focus on the specific needs of the ELL students. One of the texts discussed will be Scaffolding Language by Pauline Gibbons.

ESL teachers will attend citywide and/ or state sponsored conferences on ESL topics about differentiated instruction as it relates to the ELLs, academic language for ELLS and Writing for ELLs.

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

It is imperative that parents are our partners in the education and assimilation of their children in the English language. Topics to be covered include literacy and communication skills.

Part D: Parental Engagement Activities

In addition, there will be training in accessing DOE and student information on the computer (such as accessing the DOE Parent Page, ARIS), in formation on making appropriate middle school choices for their children and help in filling out middle school choice applications.

There will be a Cookshop lessons for ELL parents and their children.

There will be trips for Parents/Children: to study the Chelsea Community where parents reside.

- Circle Line
- High Line
- Museums

The ESL teachers and/Parent Coordinator will attend these trips. Parents will be notified by translated newsletters, email or text.

Part E: Budget

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

Allocation Amount: \$

| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|---|-----------------|---|
| Professional salaries (schools must account for fringe benefits) | \$ 3,125.00 | 1 ¼ hrs. per week x 2 teachers x 25 wks @ \$50. Per hr. |
| <ul style="list-style-type: none"> • Per session | \$ 501.00 | Sat. Acad. 1 teacher. X 2 hrs. x 5 sessions x \$50.per hr. |
| Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. | \$ 1,250.00 | 1 day professional development |
| Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. | \$ 4,555.00 | IPads, covers, Big Books, Headphones and listening center. |

Part E: Budget

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

Allocation Amount: \$

| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|---|--------------------|---|
| Educational Software (Object Code 199) | | |
| Travel | \$ 950.00 | Metrocards/trip admissions |
| Other | \$ 819.00 | Translations |
| TOTAL | \$11,200.00 | |

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 02 | Borough Manhattan | School Number 033 |
| School Name PS 33 Chelsea Prep | | |

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 Cindy Wang | Assistant Principal Beth Hermelin |
| Coach Susan Myung | Coach type here |
| ENL (English as a New Language)/Bilingual Teacher Maria Cristina Tur | School Counselor Melaine Lawrence |
| Teacher/Subject Area Sarah Rorimer/ENL | Parent type here |
| Teacher/Subject Area Erin Lubick/ENL | Parent Coordinator Hanne Kjeldgaard |
| Related-Service Provider Marisa Abelson/SETSS | 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 | 3 | 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 | 1 |

D. Student Demographics

| | | | | | |
|--|------------|----------------------|-----------|---|--------------|
| Total number of students in school (excluding pre-K) | 602 | Total number of ELLs | 26 | ELLs as share of total student population (%) | 0.00% |
|--|------------|----------------------|-----------|---|--------------|

Part II: ELL Demographics

A. ELL Programs

| | |
|---|---|
| This school serves the following grades (includes ELLs and non-ELLs) Check all that apply | <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 |
| | <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 |

This school offers (check all that apply):

| | | | |
|--|---|--|-------------------------------|
| Transitional bilingual education program (TBE) | Yes <input type="checkbox"/> | No <input 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 | 26 | Newcomers (ELLs receiving service 0-3 years) | 26 | ELL Students with Disabilities | 5 |
| SIFE | 0 | Developing ELLs (ELLs receiving service 4-6 years) | 0 | 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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| DL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| ENL | 26 | 0 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Number of ELLs who have an alternate placement paraprofessional: 1

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

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

Freestanding English as a New Language

Number of ELLs by Grade in Each Language Group

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

FORMER ELLS BASED ON REVISED EXITING CRITERIA

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

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

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

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

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

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 Early literacy skills are assessed using Fountas and Pinnell benchmarks. This helps us figure out the child's instructional level, fluency rate and phonemic awareness. Our ELL students are monitored monthly. We monitor the progress of students who are stalled. We focus on comprehension skills in instructional guided reading groups. We scaffold for meaning, focus on vocabulary and word study in context.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Our students are more proficient in listening and speaking than in reading and writing. This pattern is consistent throughout grades 1-5.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 Each teacher will analyze their students results of the NYSESLAT and then tailor their instruction based upon the students' needs. We noticed that we need to focus more on the reading and writing areas. We will improve their academic language skills based on this data.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?
 - We noticed that our newcomers perform better in their native language on standardized assessments in the content areas of math and science.
 - ELL Periodic Assessment results will be used by the ESL teacher to help classroom teachers form strategy groups within the classroom.
 - Native language is used to support learning.

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](#).]
- K-5 classroom teachers use data from Fountas and Pinnell to assess monthly reading levels. ELA, Math and Science standardized tests results are also analyzed to determine ELLs strengths and weaknesses. Teachers differentiate instruction in their classes by assigning student-based projects tailored to specific levels of second language acquisition. Homework assignments are also modified to support ELLs. needs. Parental input (cultural information/health related information) is taken into consideration while planning classroom instruction.
- Teachers build upon the linguistic capabilities students bring and use it as a means to guide instruction. Students monitor their own learning by using rubrics aligned to Common Core Standards.
- Tier I.
- There is rigorous and evidence-based curriculum aligned to Common Core Standards. Thematic units are aligned to science scope and sequence and the social studies scope and sequence. Curriculum is designed taking into account content and language objectives developmentally appropriate for ELLs.
- Individual student needs are closely monitored to differentiate instruction. Students progress is being measured on their individualized needs.
- Tier II.
- In addition to core instruction, extra attention and activities are being provided to specific students. They are placed in smaller groups and activities are further tailored to accommodate their needs.
- Tier III.
- Intensive and individualized instruction is being provided to students who need assistance with specific skills and competencies.
6. How do you make sure that a student's new language development is considered in instructional decisions?
- Teachers have a record of students' educational and linguistic histories. Instruction is planned according to the linguistic capabilities students bring to the classroom. Students' linguistic strengths guide instruction. Teachers understand where challenges may lie and plan accordingly.
- Teachers provide input that is understandable by using language in context, providing background knowledge, using visuals and context cues and clarifying vocabulary.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?
 - How are EPs performing on State and other assessments?
- N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
- We use F&P monthly reading levels. We determine students strengths and weaknesses in ELA and mathematics. Children are in strategy groups based on areas of need. Teachers help students scaffold questions and understand the intricacies of distractors. We use translated periodic assessments for mathematics. We use the results of the NYSESLAT exam to measure growth and success of ELL programs. Results of ELA/Math exams are used to measure growth.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

- 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 assessment (NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide](#), section.
- A trained pedagogue assists parents to new NYS admits as well as those who have not been in a NYS public school for 2 or more continuous years. All students complete the Home Language identification Survey (HLIS) in their home language. If the student's home language is not English, a more in-depth interview is administered both in English and the home language. A qualified interpreter/translator of the language or mode of communication or parent or guardian best understands is available if needed. The ESL teachers are responsible for conducting the interviews and testing. The ESL teachers speak Spanish and Russian. The ESL teachers administer the NYSESLAT to those students who have been deemed ELLs. All new entrants whose HLIS responses indicate a home language of Spanish and who are newly identified as ELLs based on NYSESLAT results complete the Spanish LAB at the time of initial enrollment (or reenrollment) during the 10-day testing window.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (questionnaire, student work).

The parents/guardians need to indicate prior schooling at the time of completion of the Home Language Identification Survey. If the student was born in the United States for less than twelve months and are two or more years below grade level in literacy in their home language and/or two or more years below grade level in mathematics due to inconsistent or interrupted schooling prior to arrival in the United States are administered the SIFE oral interview questionnaire:

SIFE Oral Interview Questionnaire

Student's Name:

Student's Date of Birth:

Interviewer's Name:

Interviewer's Title:

Location of Interview:

Student's School:

Questions to ask student:

Personal and Language Information

1) (Gender: circle one) FEMALE MALE

2) a. What is your first name? b. What is your last name?

3) a. How old are you? b. What is your date of birth? / / month day year

4) a. In what country were you born? b. In what city or town?

5) What was the first language that you learned in your home as a child?

6) a. What other languages, if any, have you learned?

b. Which language are you most comfortable using? *

Family and Home Background

1) Who do you live with? (circle all that apply)

MOTHER FATHER SIBLING(S) AUNT(S) UNCLE(S) GRANDPARENT(S) COUSIN(S)

2)a. Do any of the people you live with now speak English? (circle one) YES NO I DON'T KNOW

b. (If yes) Do you speak English with any of them? (circle one) YES NO

3) a. Of all the people that you live with now, who has the highest level of education?

b. What is his or her highest level of education? (circle one) PRIMARY SCHOOL SECONDARY SCHOOL COLLEGE / UNIVERSITY GRADUATE SCHOOL I DON'T KNOW

c. In which language(s) was his or her education?

d. In what other language(s) does he or she read or write?

4) a. Does anyone in your family currently live in your home country? (circle one) YES NO I DON'T KNOW

b. (If yes) Of all your family living in your home country, who has the highest level of education?

c. What is his or her highest level of education? (circle one) PRIMARY SCHOOL SECONDARY SCHOOL COLLEGE / UNIVERSITY GRADUATE SCHOOL I DON'T KNOW

For those students who have a home language of Arabic, Bengali, Chinese, Haitian creole, or Spanish, the Literacy Evaluation for Newcomer is administered.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide](#), [ELL Identification](#) section).

NYSITELL eligibility for students entering school with IEPs(from within the United States) will be based on the determination of the LPT. The LPT members are:

a) Beth Hermelin, Assistant Principal

b) Maria Cristina Tur, ESL teacher

c) Karen Chan

d) Marisa Abelson, SETSS

e) The student's parent or guardian

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

a)The result of administering the Home language Identification Survey

b)The student's history of language use in the school and home or community

c)The results of the individual evaluation of the student conducted in accordance with procedures in CR Part 200.4(b)(6), which includes assessment in the student's home language

d)Information provided by the Committee on Special Education (CSE) as to whether the student's disability is the determinant factor affecting

student can demonstrate proficiency in English

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

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

- The principal must accept or reject this recommendation.
 - o If the principal rejects the recommendation of the LPT to not administer the NYSITELL, the NYSITELL is immediately administered to the student.
 - o If the principal accepts the recommendation not to administer the NYSITELL, the recommendation is sent to the superintendent or the superintendent's designee for a final decision. Additionally, the parent or guardian must be notified within 3 school days of the decision in the parent's/guardian's preferred language. The final decision is made by the superintendent or superintendent's designee. The superintendent or designee has 10 school days to accept or reject the recommendation. If the superintendent determines that the student must take the NYSITELL, the school has 5 additional school calendar days to administer NYSITELL (if necessary) and to notify the parent or guardian. The form titled Language Proficiency Team NYSITELL Determination Form (page 10) is completed and placed in the student's cumulative folder.

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.

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

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

If the student is 18 years or older, the student must also receive a copy of the letter. Dated and signed letters are retained in the student's cumulative folder. Entitlement letters are sent home with the students with a tear-off sheet at the end of the letter to let us know that the letter was received. A non-entitlement letter is kept in student's cumulative folder. The tear-off part is kept in the principal's office with all the ESL documentation. If the student is 18 years or older, a follow-up phone call is made within two weeks and a record is kept. The Parent Survey and the Program Selection Forms are distributed during the orientation and parents are asked to complete them. Parent choice form must be signed by the parent.

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](#) [Identification of ELL Status](#) section).

Upon receiving ELL entitlement letter, parents may make an appointment of the pedgague if they do not agree. Based on the background information, the pedagogue will inform parents of their right to appeal.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

Parents of newly enrolled ELLs are invited to a parent orientation where they view the Parent Orientation video (which explains the three program models and is available in 13 languages). A letter is sent home with orientation date as soon as all NYSITELL testing is administered (mainly after second semester of school). A tear-off portion is attached to letter sent home to confirm attendance to meeting. Attendance records, staff members present at the orientation, and languages used other than English are recorded in the orientation signing sheet. During the orientation, the ESL teachers provide information about the curriculum, and assessments. School expectations for English language learners, as well as the program goals and requirements are also communicated to parents. The orientation is conducted in English and Spanish. The Translation and Interpretation Unit is contacted if an interpreter for any language spoken by the school staff is required.

After parents are informed of all three program models at the parent orientation, a Parent Survey & Program Selection Form (in the parents' preferred language), where parents can indicate their program choice is handed out. The parent must return the completed and signed form within 5 school days. If the parent does not return the form within 5 school calendar days, a reminder is being sent in students' folder. A follow-up phone call or home visit attempts to gather initial parent selection preference are recorded by ESL teacher in ESL compliance binder.

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 the school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

After parents are informed of all three program models at the parent orientation, a Parent Survey & Program Selection Form (in the parents' preferred language), where parents can indicate their program choice is handed out. The parent must return the completed and signed form within 5 school days. If the parent does not return the form within 5 school calendar days, a reminder is being sent in students' folder. A follow-up phone call or home visit attempts to gather initial parent selection preference are recorded by ESL teacher in ESL compliance binder.

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

All students have a communication folder that they take home on a daily basis. Reminders are sent home requesting that forms need to be completed and returned to school. Follow-up phone calls are made to schedule appointments.

9. Describe how your school ensures that placement parent notification letters are distributed.

Letters with a tear-off for confirmation upon receipt are placed in students' communication folder that is being sent home daily. Letters are sent home in the student's preferred language as per HLIS.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
A copy of all ELL documentation is placed in student's cumulative folder and in the ESL compliance binder.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all students.
Students are grouped as follows:
Kindergarteners take K- NYSESLAT.
Grades 1 and 2 take 1-2 NYSESLAT.
Grades 3 and 4 take 3-4 NYSESLAT
Grade 5 take 5-6 NYSESLAT

Teachers and parents are informed of dates and modalities being tested.

The speaking section of the NYSESLAT test is administered individually to each student. Two qualified teachers administer the test. One teacher administers the test while the other teacher scores the student's response. The scorer is not the teacher who delivers ESL instruction.

The listening, reading and writing sections of the NYSESLAT test are being administered in groups.

The writing section of the NYSESLAT test is scored by two qualified teachers. Scoring regulations are followed. Prior to scoring, teachers receive and use exemplars to practice.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Letters with a tear-off for confirmation upon receipt are placed in students' communication folder that is being sent home daily. Letters are sent home in the student's preferred language as per HLIS.
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? How many numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent requests and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
For the past few years based on a review of the Parent Survey Forms and Program Selection Forms, the trend has been to place the student in the Standing ESL Program. Last year a kindergarten student transferred to a bilingual special ed 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.
Both stand-alone and integrated ENL minutes are provided in a self-contained classroom environment through content-based instruction in all subject areas including reading, writing, math, science, and social studies. Students are grouped according to their language needs using flexible, differentiated groups. Targeted language and content goals drive instruction and assessment is ongoing in all content areas. Technology and hands-on learning activities form the basis of daily lessons, allowing students to develop strong oral proficiency in English while also gaining a foundation in literacy. Native language support is used whenever possible, especially with newcomers.
The kindergarten students are grouped heterogeneously in an integrated model (co-taught by certified content area teacher and certified ESL teacher) and standalone ENL. Students receive either 180 or 90 mandated minutes of instruction as per CR Part 154.2 depending on level of proficiency.
First grade students are grouped in one class receiving all day instruction by an ESL teacher currently enrolled in a program to get her common branches certification.
Second grade students are grouped heterogeneously in an integrated model (co-taught by certified content area and certified ESL teacher).
Second grade students with entering, emerging and transitioning levels are grouped with a third grade student with emerging level of proficiency to receive instruction in a Standalone ENL model.
Third, Fourth and Fifth grade students with expanding level of proficiency are grouped as a block. Ninety minutes of

instruction is delivered in a fifth grade class as a integrated model. The other 90 minutes of mandated services are delivered during science instruction. Students are grouped in their daily assigned classes.

b. TBE program. *If applicable.*

N/A

c. DL program. *If applicable.*

N/A

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

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

Students with an entering level of proficiency receive 180 minutes of standalone ENL and 180 minutes of integrated ENL with ELA.

Students with an emerging level of proficiency receive 90 minutes of standalone ENL and 270 minutes of integrated ENL with ELA.

Students with a transitioning level of proficiency receive 180 minutes of integrated ENL with ELA.

Students with an expanding level of proficiency receive 180 minutes of integrated ENL with content area that best meets the needs of the students.

Students with a commanding level of proficiency receive 90 minutes of integrated ENL with science.

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.

All programs in our school are designed to develop skills in speaking, reading, writing and listening in English language skills. The school follows a balanced literacy program curriculum aligned to the Common Core Learning Standards. Units of study are aligned to the Common Core Learning Standards. The content objectives and language objectives are defined by the essential questions aligned to the science scope and sequence standards and social studies scope and sequence standards. Instruction is student-driven. Students work on long-term projects that promote higher level thinking and enhance language development. The curriculum provides authentic context for learning precise academic language. Children connect to authentic experiences to deepen receptive and expressive language. Students learn grade level content along with language skills. Non fiction texts are connected to the mainstream curriculum, as well as a series of lessons that build on each other, widen and deepen language proficiency all across the curriculum. Large visuals with graphic organizers help to scaffold content subject matter. A variety of genres including poems, charts, songs and raps are utilized. Listening to rhythmic text accompanied by gestures and movements help make language memorable, facilitating the internalization of vocabulary as well as language patterns and structures. Language is used for authentic purposes utilizing a whole range of language skills - functions, patterns and structures, critical thinking, academic concepts and vocabulary. Vocabulary and skills are taught in context. Using an inquiry approach, integrated units of study are developed through the school year. Basic decoding and comprehension strategies are modeled through Big Books. Word study is done through literature. The students experiment through inquiry based lessons. Reading and writing is enhanced through reflective journaling and read alouds. Students' cultural identities are validated by establishing a classroom environment where children feel safe to share their experiences and inner feelings about the new language and culture. Meaningful activities help ELLs retain their home culture diversity while learning a new language and adjusting to a new social setting.

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

Students are able to take math periodic assessments in their native language. Students are provided with math/science glossaries in their native language to facilitate academic language comprehension. NYS Math and science tests are administered in their native language if they so desire.

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

All four modalities are evaluated during the lessons which make up each unit of study, without interrupting instruction for traditional testing. Evaluation is based on activities that are actually part of each unit. Students benefit from the contextualization provided by thematic instruction, rather than confronting isolated fragments of decontextualized language in high-anxiety text situations.

The processes and products of students' actual classwork serve as basis for assessment. Students reflect on their own learning on a daily basis when they write feedback at the end of instruction. This feedback provides data to monitor students' understanding of content taught. Students share their reflections with classmates deepening their understanding of content and utilizing language for higher order thinking skills.

Grand conversations, conferring, Fountas and Pinnell reading levels are also means by which the four modalities of English language acquisition are being evaluated throughout the year.

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. The ESL teacher, classroom teacher and guidance counselor help to support acculturation into the English language school. All SIFE students will participate in ESL after school programs. Students will be provided with buddies and mentors. Currently we do not have any SIFE students.

b. Students receive differentiated instruction in product, process and content in small groups.

c. We carefully analyze the data with regards to the area where the children need further support. We determine if the support is in reading, writing, speaking or listening and lessons are planned accordingly. Homework assignments are tailored to support the different levels of language acquisition.

d. Long-term ELLs strengths and weaknesses are identified. Individualized and interim goals are set. Teachers work collaboratively to strengthen the literacy of each student. The students participate in ESL after school programs in Literacy, Science and Mathematics. Currently we do not have any Long term ELLs.

e. Students' needs will be determined and instruction will be planned accordingly. They will have testing accommodations for up to two years after exiting ELL status.

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

The ESL teachers and Common Branches teachers in the school will monitor student's academic progress through running records, Fountas and Pinnell reading levels, conferring, grand conversations and periodic assessment (if applicable).

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?

For ELL-SWD, ESL and common branches teachers follow the students' mandated IEPs. Students are provided accommodations and small group instruction. Instruction is individualized and differentiated according to their needs. Content is scaffolded to make it comprehensible. The school uses curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment. Students participate in a Common Core-aligned instructional program that regularly ensures continuity of rigorous instruction with high expectations.

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?

In our school ELL-SWDs students are mainstreamed with general education students. The students are grouped homogeneously or heterogeneously for targeted areas of instruction based on various data, such as but not limited to the NYSITELL and NYSESLAT. They participate in guided reading instruction according to Fountas and Pinnell reading levels. They create projects tailored to their IEP goals. Homework assignments are also tailored to meet their individualized needs.

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.

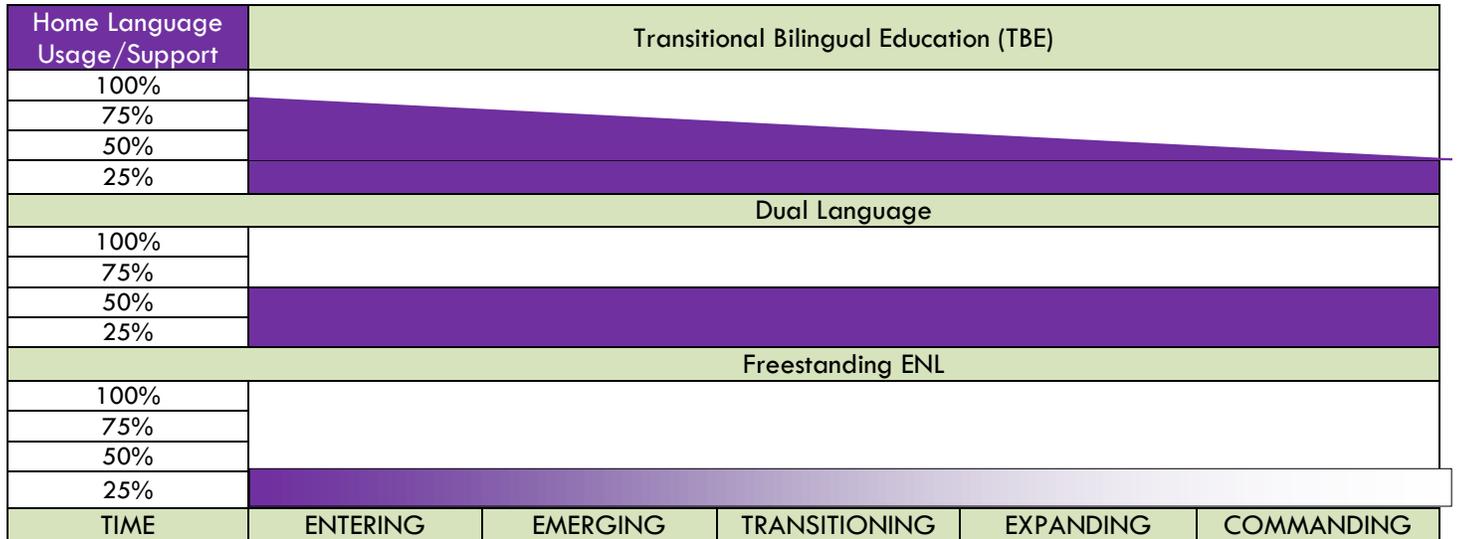


*Note “other approved services” does not apply to New York City at this time.

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. ELA, Math and content area intervention in grades 3-5 receive targeted instruction in English. Students are provided with differentiated instruction to support their needs. Precise mathematical language is utilized to help students learn key vocabulary words. Students have a lot of experiential learning through thematic units of study. Reader's theater is utilized to help students with oral language and fluency. In addition, accountable talk is utilized as a strategy during grand conversations. Students are provided with translated versions of the Standardized Math and Science exams.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Ells receive differentiated instruction in small groups in a Freestanding pull-out ESL program, in a collaborative team teaching setting and in their science class. In all these three settings, students' needs are identified and met. Students acquire content and language development through thematic units of study and inquiry based projects. The use of authentic assessment allows an overview of each student's growth over time.
- Our program is very effective because it empowers students to be responsible for their own learning via daily reflection of their learning process. It builds on students strengths and challenges them through higher order thinking activities with comprehensible input.
- Our data reflects the effectiveness of our current program:
In 2013-2014, 14 students tested.
In 2014-2015:
- 5 students reached the commanding level of proficiency.
 - 15 students reached the expanding level of proficiency.
 - 3 students reached the transitioning level.
 - 2 students reached emerging level.
 - 1 student remained entering level.
- In 2014-2015:
One ELLs-SWD in third grade scored level 3 in NYS math.
One ELLs-SWD in fourth grade scored level 3 in NYS math and science.
One ELLs-SWD in fourth grade scored level 3 in science.
12. What new programs or improvements will be considered for the upcoming school year?
We have secured computers for the students in science as well as Hydroponics. Most classrooms have Smartboards and Elmos.
13. What programs/services for ELLs will be discontinued and why?
N/A
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs participate in 33rd Music Street program, chorus, chess, instrumental music and multicultural programs. They also participate in Rosie's Kids, American Ballroom Dancing, National Dance Institute Programs, CASA Intrepid Program, Studio in a school, Robotics, Cookshop, as well as the Whitney Museum collaboration.
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.
- Materials used include Mondo sing alongs, Big Books, books on tape and CDs, read aloud books. Poetry and books for guided reading in addition to Readers Theater, Into English program, balanced literacy and thematic units of study, read along centers and author studies. Computers and I-Pads are utilized for small group support. Students use Starfall and various technology programs integrated into the curriculum. Each classroom is equipped with either Smartboards, ELmos, and/or computers. All teachers also have access to utilize laptops, I-pads and Smart Tables.
- ELLs demonstrate technical/digital proficiency, in areas including, but not limited to, research on the internet and the use of computers. Students are videotaped with I-Pads to further enhance their fluency and receptive skills.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
- ELL students use code switching whenever it facilitates language comprehension. In the ESL program students use their native language among themselves to help each other to accomplish high demand, high challenging areas of instruction. Students practice the use of, and are provided the English and native language versions of (when available), formal and informal assessments. Math and science glossaries are available to students in their home language.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
- Student support is targeted to their proficiency level and is grade specific. Grade level resources are used and scaffolded for deeper understanding. Manipulatives, visuals and graphic organizers are also used for support. Academic instruction is based on grade level curriculum that is aligned to Common Core Standards. Content area work is grade specific but scaffolded to support

the students needs. ELLs participate in small group, task-oriented situations that guide the production of language both in verbal and written form.

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).

Newly enrolled ELL students and parents have orientations the last week in June. They are given a tour of the school, the ESL room as well as given a description of the program.

The school counselor, parent coordinator and ESL teachers welcome newly enrolled ELLs to facilitate a smooth transition in this new cultural and academic environment. Students partner with a classroom buddy to assist them through the day.

19. What language electives are offered to ELLs?

N/A

20. For schools with dual language programs:

- 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.
- In which language(s) is each core content area taught?
- How is each language separated for instruction?
- 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

- Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
1. Teachers of ELL students receive support from the school coach. Our ESL teachers go to monthly network support meetings. Our ESL support teacher is a member of the UFT committee on ESL/Bilingual Instruction, a TESOL and ASCD member. The PD Committee assesses the schools needs concerning our ELL population and plans the professional development accordingly. ELL teachers participate in grade level planning with classroom teachers, as well as curriculum planning staff development with outside consultants. ELL Teacher will attend two PD series offered by the Manhattan Borough Field Support Center: Leader Facilitator Training (12/10, 1/7, 1/21, 1/28) and QTEL-Building the Base Series (2/23, 2/24, 3/8 & 3/9) .
- What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
All teachers receive weekly professional development in how to implement the Common Core Learning Standards in their teaching. Workshops are tailored to address the diversity of our school population such as gifted-talented students, general education students, ELLs and SWDs. Monthly grade meetings are set up where teachers analyze student data and plan thematic units of study with the appropriate differentiation. Classroom intervisitations serve as a model to enhance teacher articulation and further analyze student data.
- What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
ELL students and parents are taken on middle school tours. ESL programs at the middle school are reviewed with parents/guardians for informed decision making. Students are also involved in mock interviews with a corporate sponsor.
- Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to ELL Policy and Reference Guide, Professional Development section.

The PD committee will schedule ELL-specific workshops to address the CR Part 154.2 requirements. Agendas and attendance will be recorded in the ESL Binder in the Principal's office. ELL teachers participate in grade level planning with classroom teachers, as well as curriculum planning staff development with outside consultants. ELL Teacher will attend two PD series offered by the Manhattan Borough Field Support Center: Leader Facilitator Training (12/10, 1/7, 1/21, 1/28) and QTEL-Building the Base Series (2/23, 2/24, 3/8 & 3/9) .

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?

Parents of ELLs are included in all school workshops including literacy, math, book clubs and social emotional workshops. Translations are provided in Spanish and Chinese. Parents also participate in the Cookshop for Families Program. All Parents are invited to Read with your Child, the 1st Friday of the month. Parents are encouraged to read in their native language to their child. We provide Peaceful Parenting Workshops, Learning Leaders Workshops, ELA, Math and ESL workshops. We have trips for ELL students and their parents to landmark sites within the city.

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.

In person meetings are scheduled on Tuesdays during allotted Parental Involvement time.

Weekly phone calls are logged and kept in the ESL binder.

Letters are sent home via the student communication folder

Monthly newsletters are sent home via the student communication folder.

E-mails are written to celebrate students' achievements and address individual needs and concerns.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Activities are planned considering the family, cultural and language background of students to celebrate and include students in the school community and to educate staff about its diversity. See 4.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
We partner with Hudson Guild for Support as well as Foodbank for Cookshop for Families
5. How do you evaluate the needs of the parents?

We assess parents during parent orientation breakfasts. Meetings and workshops help us to understand needs of the parents on how to better help their children. We also assess the expertise of parents/guardians to see how they can assist their child in the classroom and at school. We use the results of the School Learning Environment Survey to determine the needs of parents. We send monthly newsletters to parents. We have workshops to Help Your Child to Learn; Parent/Guardians receive invitations to writing, publishing celebrations in the classrooms. Workshops in literacy and math are provided monthly to support learning at home. Parents are provided with invitations to multicultural events, technology workshops, informational workshops on ESL strategies, ELA and Math state test expectations. In addition, A Helping Your Child to Learn Survey is administered twice a year.

6. How do your parental involvement activities address the needs of the parents?
Activities are planned considering the family, cultural and language background of students to celebrate and include students in the school community.

D. Additional Information

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

Paste response here:

Part VI: LAP Assurances

| School Name: <u>PS 33 Chelsea Prep</u> | | School DBN: <u>02M033</u> | |
|---|---|---------------------------|-----------------|
| Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section. | | | |
| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
| Cindy Wang | Principal | | 10/30/15 |
| Beth Hermelin | Assistant Principal | | 10/30/15 |
| Hanne Kjeldjaard | Parent Coordinator | | 10/30/15 |
| Cristina Tur | ENL/Bilingual Teacher | | 10/30/15 |
| | Parent | | |
| Sarah Rorimer | Teacher/Subject Area | | 10/30/15 |
| Erin Lubick | Teacher/Subject Area | | 10/30/15 |
| | Coach | | 1/1/01 |
| | Coach | | 1/1/01 |
| | School Counselor | | 1/1/01 |
| | 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: 02 School Name: 033
Superintendent: Bonnie Laboy

Before you begin, please check the following:

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

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

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

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

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

- a) At enrollment, parents fill out the HLIS where they state preferred language for written information and oral communication.
- b) From the Student Emergency Contact card, parents state preferred language of communication for written and oral information.
- c) The RHLA report in ATS provides a list of home languages.
- d) The RAPL report from ATS provides the parents preferred language of communication both written and spoken.

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.

English, Spanish and Chinese.

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.)

Annual handbooks, parent-teacher conference announcements, after-school program information, New York State testing dates, calendars, middle school application information.

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.

Curriculum nights (September 2015, May 2016) , parent-teacher conference (November 2015, March 2016).
Qualified staff will provide translations when an informal interaction with parents requires a language other than English.

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.

The RAPL report will identify the parents that will need written communication in a language other than English.
The Translation & Interpretation unit and in-house school staff will provide services needed.

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.

Identified interpretation needs will be provided in house by school staff.

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.)

Policies and procedures regarding language translation and interpretation will be related to all staff members by the principal's weekly bulletin board.

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

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)

a) Parent survey
b) Parental Engagement time
c) PTA