

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

05M175

School Name:

P.S. 175 HENRY H GARNET

Principal:

KAVITA PEREIRA

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

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

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

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

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

Section 1: School Information Page

School Information

School Name: PS 175 Henry Highland Garnet School Number (DBN): 05M175
Grades Served: PK-5
School Address: 175 West 134th Street, NY, NY 10030
Phone Number: 212 283 0426 Fax: 212 283 6319
School Contact Person: Kavita Jagarnath-Pereira Email Address: kpereir@schools.nyc.gov
Principal: Kavita Jagarnath-Pereira
UFT Chapter Leader: Jennifer Cuyson
Parents' Association President: Wanique Staples
SLT Chairperson: Tamara Smalls
Title I Parent Representative (or
Parent Advisory Council
Chairperson): John Brown
Student Representative(s):

District Information

District: 05 Superintendent: Gale Reeves
Superintendent's Office Address: 425 West 123rd Street, NY, NY 10027
Superintendent's Email Address: greeves@schools.nyc.gov
Phone Number: 212 769 7500 Fax: 212 769 7619

Borough Field Support Center (BFSC)

BFSC: Manhattan Director: Yuet Chu
Director's Office Address: 333 Seventh Ave., 8th Floor
Director's Email Address: YChu@schools.nyc.gov
Phone Number: 646-470-0721 Fax: 917-339-1765

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)
Kavita Jagarnath-Pereira	*Principal or Designee	
Jennifer Cuyson	*UFT Chapter Leader or Designee	
Wanique Staples	*PA/PTA President or Designated Co-President	
Princess E. Hardy	DC 37 Representative (staff), if applicable	
John Brown	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Monique Meghie	CBO Representative, if applicable	
Tamara Smalls	Member/UFT	
Genevieve Vincent	Member/UFT	
Peggy Scott-Biggs	Member/ UFT	
Aishah Bey	Member/ PA	
Rezila Stapleton	Member/ PA	
LaTonya Assanah	Member/ PA	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Tawanna Smith	Member/ PA	
	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.

P.S. 175 is a K-5 Community School located in the Harlem neighborhood of Manhattan. The school currently has 372 students. The student body is comprised of 10% English Language Learners and 23% Students with Disabilities. The ethnicity of the student body is 65% black, 32% Hispanic and 3% other. The languages spoken by the families of the PS 175 students include English, Spanish, Arabic, and French. To meet the needs of the students and families, P.S. 175 has strategic partnerships, collaborations, and initiatives with the New York City Mission Society, WOW reading program of New York University, Reading Partners, Project Pupil, Harlem Elders, Morningside 4Rs Program, Inside Broadway, Cornell University Cooking classes for parents, Ballet Tech of New York City, Cerebral Palsy Foundation Art in the classroom, Learning Leaders, student teaching partnerships with City College and Barnard University, Mighty Milers, Carmel Hill, Literacy Inc., and Fuel Up to Play 360.

The strengths and accomplishments of P.S. 175 include several new collaborative models that involve administrators, educators, and parents; recognizing and celebrating excellent teaching practices; increased professional development for educators; full-day kindergarten; new initiatives to communicate with parents; and a renewed school-wide focus on science. These collaborative models include a designated for professional development of teaching practices, a committee and structured planning time by the students with disabilities to improve the quality of IEPs and compliance, a committee to strategically develop and implement new positive behavior expectations and a school-wide approach to the learning environment, and the additional focus of the student leadership team to develop additional collaborative opportunities for parents, educators, and students. Excellent teaching practices and successes are celebrated and communicated to the entire community through a designated bulletin board and weekly staff newsletter. An increased focus on professional development has developed through the work of the PLT (Professional Learning Team) committee, weekly planned professional development for the staff, outside professional development days for the entire staff, and targeted professional develop for specific academic areas and needs. New initiatives to communicate with parents include planned parent workshops, departmentalized parent newsletters, and a variety of communication practices by the parent coordinator. The school-wide renewed focus on science has culminated in "Science Fridays" when all students in all classes focus on hands-on science investigation and learning at the start of the school-day.

While the school is making positive strides in a variety of critical areas, P.S. 175 is focused on meeting the challenge of developing and implementing system-wide accountability for more qualitative measures of student academic progress, achievement, and specific needs.

The areas of the Framework for Great Schools that P.S. 175 have made the largest gains, as evident in our Quality Review, are collaborative Teachers, Student Achievement, a Supportive Environment, Family-Community Ties, and Effective School Leadership. Key areas to focus on will continue to be Rigorous Instruction, Student Achievement, and to increase parent involvement.

05M175 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	372	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	92.5%	% Attendance Rate		90.6%
% Free Lunch	93.6%	% Reduced Lunch		3.5%
% Limited English Proficient	10.1%	% Students with Disabilities		22.0%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.3%	% Black or African American		65.0%
% Hispanic or Latino	30.8%	% Asian or Native Hawaiian/Pacific Islander		1.3%
% White	1.3%	% Multi-Racial		0.5%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	1.03	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		3.4%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.6%	Average Teacher Absences (2013-14)		5.09
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	9.0%	Mathematics Performance at levels 3 & 4		8.2%
Science Performance at levels 3 & 4 (4th Grade)	65.2%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

Part 1 – Needs Assessment

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

Due to the results of the 2014-15 Quality Review, an area of need for PS 175 is to improve teacher pedagogy to a consistent level across all grade levels. Teachers need to continue moving from developing to effective in Danielson’s Framework component 3 based on teacher observations. P.S. 175 needs to strive to continue to improve teacher practice to support rigorous instruction and student achievement.

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, there will be a 15% increase in student performance as measured by the Spring 2016 NYS ELA and Math 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>Teachers will identify their areas of needed improvement based on the IPC meeting to increase student academic engagement.</p>	<p>Teachers</p>	<p>October 2015</p>	<p>Principal, Assistant Principal</p>
<p>Based on observations and administrator feedback, teachers will show visible evidence of increased practices as aligned to Danielson’s Framework.</p>	<p>Teachers</p>	<p>October 2015-May 2016</p>	<p>Principal, Assistant Principal</p>
<p>At least 65% of teachers will have achieved effective or highly effective ratings on the end of year summative meeting based on Danielson’s Framework component 3 • C.</p>	<p>Teachers</p>	<p>May 2016-June 2016</p>	<p>Principal, Assistant Principal</p>
<p>Feedback that is timely and actionable creates a culture of mutual respect and focuses on student outcomes.</p>	<p>Teachers</p>	<p>October 2015-May 2016</p>	<p>Principal, Assistant Principal</p>
<p>Provide professional development for teachers on how to create rigorous lessons that provide active engagement for students that foster independence. Support teachers in using various group structures that will allow students to interact with peers in a meaningful way.</p>	<p>Teachers</p>	<p>October 2015-May 2016</p>	<p>Principal, Assistant Principal</p>
<p>Inter-visitations will provide teachers with effective models and allow staff to incorporate best practices in their own classrooms and lessons.</p>	<p>Teachers</p>	<p>October 2015-May 2016</p>	<p>Principal, Assistant Principal</p>
<p>Participation in teacher team meetings to support planning for differentiated lessons that promote independence and ownership in students.</p>	<p>Teachers</p>	<p>October 2015-May 2016</p>	<p>Principal, Assistant Principal</p>
<p>Teams will work on creating additional rubrics and checklist so that students will begin to self-assess their work against the rubric and utilize checklist to ensure all steps are followed in completing tasks, including writing assignments and reports. •</p>	<p>Teachers</p>	<p>October 2015-May 2016</p>	<p>Principal, Assistant Principal •</p>

Part 4 – Budget and Resource Alignment

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

Administrators will support teachers, schedule common planning time, Advance data system. Scheduling strategies include common prep periods for planning, data discussions and inter-visitations. The use of thematic unit planning of all subject areas including, physical education arts, health and technology into ELA and math units allows for a more efficient and extensive coverage of all subjects. Data discussion across grades with grade coordinators during common preps allows for discussion and action plans for differentiated groups. Grouping ELL students according to specific language needs allows for push-in ESL providers to spend more time with students in a concentrated setting thereby creating additional periods for one to one instruction. We will also provide additional staff to support ELL and reduce the ratio of students to teacher by providing bilingual support staff in Spanish, Wolof and Arabic. We will also provide special programs i.e. after school and weekend classes that address targeted skill needs for all students. In order to support these programs Tax Levy instructional monies will be issued to purchase the Rally Rehearsal for ELA and math, NY Ready Instruction, and Coach ELA and math practice. NYSTL and Core Curriculum funds will be used to purchase Ready Gen, Go Math and FOSS science curriculum materials. Human resources will be funded with Title I, III and TL Fair Student Funding. •

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	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

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

By February 2016, 40% of the teachers will be rated effective in 3C of the Danielson Framework and Advance data system. •

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.

During the 2014-15 school year, P.S. 175 created and implemented a school-wide Tier I PBIS plan. This was based on professional development, OORS data and teacher input. To address the continued need of additional supports for less than 10% of our students that continue to have ongoing behavior issues as indicated in OORS, the PBIS Implementation team and internal coach will attend additional professional development and implement a Tier II behavior support plan to target specific student needs based on data. Based on the Framework for Great Schools the school needs to improve Supportive Environment in the areas of “Classroom Behavior and Peer Support for Academic Work”. The score for “Classroom Behavior “was 81%, which is 4% below the city average and “Peer Support for Academic Work was 87% representing 5% below the city average of 93%. •

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, the Tier II support team, plan, design, and implement a Tier II PBIS support system that can be customized to individual student needs while using going data will be kept to track student progress will result in a 50% decrease in incidents based on OORS. •

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?
The PBIS Implementation team will attend formal Tier II professional development and support the staff by turnkey of information and strategies that will be utilized throughout the school.	Entire School Community	September 2015- November 2015	Implementation Team including principal and team co-facilitators
Formation of a Tier II support team and development of student support plans that can be customized to student needs based on data. •	Entire School Community	November 2015- December 2015	Implementation Team including principal and team co-facilitators
Implementation of PBIS Tier II Behavior Supports. •	Students, teachers, parents	December 2015	Implementation Team including principal and team co-facilitators
Ongoing support of positive behavior by continued PBIS Tier I and Tier II supports and systems including positive rewards • tracking, • and addressing behavior problems. •	Entire School Community	September 2015-June 2016	Implementation Team including principal and team co-facilitators
Provide workshops for parents to educate them on the PBIS program and share strategies that families can use to support effective behaviors in students. •	Parents	November 2015 -January 2016	PBIS Implementation Team
During classroom observations focus on ensuring teachers have established a positive culture for learning (2b) and managing classroom procedure (2c).	Teachers	September to November 2015	School leaders

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.
PBIS implementation team, internal coach, and Tier II team to attend PD; substitute teachers to cover teachers attending PD; and the purchase of small tangible reward items for students
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.

By February, 2016 there will be a 50% decrease in incidents based on OORS data.

Midpoint benchmarks will include the monitoring of the progress of completing the implementation of the Tier II student behavior support system and the monitoring of school OORS report behavior referrals as well as the monitoring of in-school discipline incident referrals. Teachers will also be monitored through classroom observations—Danielson Framework—for their active participation and following school implementation of PBIS in the classroom.

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.

The teachers of P.S. 175 desire to continue to work together to create rigorous instruction that is based on the specific academic needs, strengths of students, and implications for improvement. As indicated in the 2014-15 Quality Review report, more rigorous instruction at a consistent level in all classrooms is needed based on the academic achievement of the students from P.S. 175. In 2014-15 teacher teams were created and put into practice to analyze student work and improve teaching practices. These teams will continue in the 2015-16 school year and teacher pedagogy will continued to be monitored through formal • observations and teacher team participation.

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, 10% of all • students will demonstrate improvement in their writing craft with a focus on elaboration and transition as evidenced in the data analysis writing baseline and ending piece. The analysis will be derived from the NYC ELA Performance Task rubric focused on writing.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>The teachers will work in grade bands to analyze student work in order to improve student achievement in the specific area of writing.</p>	<p>Staff members</p>	<p>October 2015</p>	<p>Administrators</p>
<p>Administrators will observe teachers to determine if steps are being implemented and taught in the classroom to address the identified academic needs based on the inquiry work.</p>	<p>Administrators, teachers</p>	<p>January 2016-June 2016</p>	<p>Administrators</p>
<p>At least a five percent • ncrease in the number of students passing the NYS ELA exam in spring 2016.</p>	<p>Students, Teachers</p>	<p>June 2016</p>	<p>Administrators</p>
<p>New Inquiry Teams will be formed by grade levels. Following an agreed upon protocol, teachers will work collaboratively and with trust in reviewing student work, identifying areas of strength and weaknesses and developing targeted teaching strategies to improving student writing skills . Teachers will choose 10% of their class to focus on during inquiry team meetings and monitor progress and effectiveness of shared strategies.</p>	<p>Students in inquiry groups, Teachers/teacher teams & school leaders</p>	<p>Monthly team meeting</p>	<p>Teachers and School leaders</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Administrators and key staff members will attend any professional development on the Inquiry Cycle. Teachers will participate in an ongoing continuous scheduled cycle of academic inquiry work</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

<p>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.</p>
--

By February 2016 there will be an • • increase in writing craft with a focus on elaboration and transition based on Writing benchmark assessments

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 of P.S. 175 is committed to ambitious intellectual activity, critical thinking skills and academic progress of all students. This commitment is evident by the teachers receiving effective on the Danielson Framework teacher evaluations and a principal that is dedicated to nurture the professional growth of teachers and staff. New leadership has brought a higher level of cooperation between teachers who are receptive to working collaboratively in teacher teams. However, based on the results of the 2014-15 Quality Review, additional gains need to be made in the areas of teacher pedagogy. The Quality Review report indicated that teaching practices are becoming aligned to the curriculum and the teachers need support in providing multiple entry points into the curricula. Data from the Framework for Great Schools report show the need to improve in the areas of facilitative leadership which received a score of 51% which is 10% below the city average.

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, all teachers will participate in collaborative inquiry as evidenced by team meeting attendance and artifacts. To improve the teacher pedagogy of P.S. 175 faculty, a schedule of weekly professional development opportunities will be provided by school leaders to ensure rigorous and coherent instruction in all subject areas.

- • Throughout the 2015-2016 school year, instruction will move toward student-centered instruction in order to deepen critical thinking and to promote high levels of engagement that will result in 60 % of the teachers improving on their rating in the Danielson Framework.

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?
A school-wide expectation and schedule of weekly professional development on Monday afternoons will be established.	Teachers	September 2015-June 2016	Administrators
Teacher Inquiry work to analyses student data and plan accordingly.	Teachers	September 2015-June 2016	Teachers, Administrators
Inter-visitations by teachers to observe highly effective teachers.	Teachers	November 2015-May 2016	Administrators
T • eacher Teams will create norms and protocols to guide their work. in analyzing various data sources.	Teachers	October 2015-June 2016	Principal
Teachers will collaborate to create a comprehensive professional development plan.	Teachers	October 2015-June 2016	Principal

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
Classroom coverage by substitute teachers as inter-visitation are occurring by teachers needing additional support. Attendance at PD by administrators and teachers that will then be turn-keyed during Monday PD times.										
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.

By • January 2016 • • , • • Monday teacher professional development will be routine and ongoing. 100% of teachers will be participating in and facilitating professional development as evident by the school calendar, meeting agendas, participant sign-in sheets, and student work samples that reflect growth in the area of “elaboration.” Using the Writing Pathways TC Writing Assessment Method.

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.

Based on the School Survey, on-going community partnerships, and new initiatives to communicate with parents during the 2014-15 school year that saw a MLK Parent Rally, A Spring Wellness Event, and the initiation of a Principal Newsletter to communicate with parents, P.S. 175 rates in the percentile that exceeds the target in the areas of School Environment. However, the school needs to continue to strive to improve the family-community ties to create a supportive and collaborative environment to support student achievement and families through the arts, writing celebration, and science. We have held open house from August 2015, and will continue to hold a monthly open house for all parents to visit our school.

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, parental involvement will increase by 20% as evidenced by the NYC School • Survey and attendance at parent workshops.

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>Hold four parent orientation opportunities to provide information on school expectations, PBIS, uniform policies, and more at the start of the school year. These sessions will be scheduled at flexible times to allow more participation of families.</p>	<p>Parents</p>	<p>September 2015</p>	<p>Administrators</p>
<p>Continue to foster and implement new methods of parental involvement as well as increase existing involvement •</p>	<p>parents</p>	<p>September 2015-June 2016</p>	<p>SLT Team, PA, Teachers, Parent Coordinator</p>
<p>Spearheaded by the School Administration, P.S. 175 will develop and host a series of Parent Orientation Events in September 2015.</p>	<p>Parents, teachers, school leaders</p>	<p>September 2015</p>	<p>Teachers & School leaders</p>
<p>Parent workshops will be held throughout the year on topic that will support families in helping their children at home, including Common Core Learning Standards, reading, math, financial literacy and other areas.</p>	<p>Parents</p>	<p>September 2015-June 2016</p>	<p>Teachers & School leaders</p>
<p>Distribute information to families through newsletters sent by school leadership as well as class developed correspondence that will keep families involved in activities and programs offered at the school.</p>	<p>Parents</p>	<p>September 2015-June 2016</p>	<p>Teachers & School leaders</p>
<p>Involve parents as decision makers by involving them in the planning committee organizing events at the school. Planning committee will organize overnight incentive trip to Frost Valley as well as graduation exercises.</p>	<p>Parents</p>	<p>September 2015-June 2016</p>	<p>Parents, Teachers and School Leaders</p>
<p>Provide time for articulation between teachers and parents to keep them informed and involved in the education process.</p>	<p>Parents</p>	<p>September 2015-June 2016</p>	<p>Teachers</p>

Part 4 – Budget and Resource Alignment

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

Title 1 Parent Involvement funding will be used for parent resources including orientation packets • .

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	X	Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

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

By February 2016, parent involvement will increase by 5% as measured by attendance sheets at school events and activities •

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)	Progress monitoring within the classroom and formal and informal assessment results	Guided reading, strategy-groups, Wilson/Fundations, Read Alouds- Ready Gen, guided writing; Test Sophistication Academy	Small group, tutorial, individualized instruction	During the school day
Mathematics	Progress monitoring within the classroom and formal and informal assessment results	Math strategy groups, math games, technology linked math activities, tiered assignments, Go Math! Enrichment and Extension activities	Small group, tutorial, individualized instruction	During the school day
Science	Progress monitoring within the classroom and formal and informal assessment results	Strategy-groups, FOSS Science Stories/Delta Science Readers and Science Classroom Libraries	Small group, tutorial, individualized instruction	During the school day
Social Studies	Progress monitoring within the classroom and formal and informal assessment results	Higher-Order critical thinking strategies – facts/details, comparing primary/secondary sources, note-taking,	Small group, tutorial, individualized instruction	During the school day

		summarizing, citing evidence from the text		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	OORS reports, CST referrals	Counseling sessions, play-therapy, Art, puppets, toys and games, film, Computer activities, P.B.I.S.- a system that rewards positive behavior in order to decrease the frequency of negative infractions •	Small group, tutorial, individualized instruction, Individual Counseling, Small, Home visits	During the school day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
To attract and encourage our current staff to become highly qualified plans to provide thorough professional development to our teachers in understanding the Common Core Standards Initiative. Teachers meet during weekly common planning sessions to discuss common core requirements, standards and the Common Core Aligned Tasks with administrators and Data Specialist. New and tenured teachers are working together to share best practices for implementation. •

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
High quality and ongoing professional development is provided to teachers from administrators and teachers related Highly Effective to all teachers and paraprofessionals. The designated staff who are providing this support to teachers attend workshops and trainings held by Central and Borough Offices to becoming experts in their subject matter/topic before presenting it to teachers.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

In order to assist our youngest student’s transition into kindergarten, support is provided to both students and families. We are implementing the Common Core Learning Standards in all grades, allowing students to develop their early literacy and math skills using Core Knowledge and GoMath with a focus on learning beginning reading skills and number sense. Students who are identified as at-risk are receiving additional support alongside students who are receiving SETTS according to their IEP mandates. Teachers receive professional development in understanding the learning needs of students and in proper implementation of their curriculum. At the beginning of the year, an open house is held to give families an opportunity to meet their child’s teacher and visit the classroom. Parents are also involved in all other activities, including monthly workshops and activities sponsored by our Parent Coordinator and Parents Association •

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.

In the summer, a committee of teachers met with administrators to form • our MOSL committee. This group was responsible for researching different assessments and make decisions on the assessment choices that would be most relevant for our population of students. The MOSL committee chose the NYC performance assessments in literacy and mathematics. Throughout the year, all other teachers receive training in understanding the components of the assessment, how to modify their curriculum, and implement strategies related to the assessment measures. •

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	237,156.00	• x	5A, 5C, 5E
Title II, Part A	Federal	104,746.00	x	5C, 5E
Title III, Part A	Federal	11,200.00	x	5C, 5C
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,038,037.00	x	5A, 5B, 5D, 5E

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)

I. General Expectations

The Henry Highland Garnet School for Success (05M175) agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.

- The school will ensure that the required school level parental involvement policy meets the requirements of section 1118 (b) of the ESEA, and includes, as a component, a school parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title 1, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title 1; Part A programs in decisions about how the 1 percent of Title 1, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - * Parental involvement means the participation of parents in regular, two way, and meaningful communication involving student academic learning and other school activities, including
 - ensuring
 - * that parents play an integral role in assisting their child's learning;
 - * that parents are encouraged to be actively involved in their child's education at school;
 - * that parents are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - * The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How P.S.175 Will Implement Required Parental Involvement Policy Components

I Henry Highland Garnet School for Success will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: PIP will be developed by the SLT in consultation with the Parent Association (PA) or, if applicable the Title I, PAC.

All parents are invited to provide suggestions.

2. Henry Highland Garnet School for Success will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: Proposed school improvement and review ideas, and invitation for participation will be presented to the PA and the School Leadership Team (SLT).

3. Henry Highland Garnet School for Success will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: The Parent Coordinator will work with the PA and the guidance office in providing parents with information and assistance to improve their children's academic achievement and school performance. Parents will be informed of the quality of students' school work and resources available to improve such work.

4. Henry Highland Garnet School for Success will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: We will coordinate and integrate (SWP) our parent involvement strategies by organizing the Family Day; Orientation Days; Trips to cultural and educational institutions; Parents development workshops.

5. Henry Highland Garnet School for Success will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. The parent coordinator with the assistance of volunteering parents may provide survey on the effectiveness of our parent involvement policy. Also, parents will be encouraged to provide an ongoing feedback on the effectiveness of the parent involvement policy. The feedback will be reviewed by the SLT for necessary action.

6. Henry Highland Garnet School for Success will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:

a. The school will provide assistance to parents of children served by the school, as appropriate

understanding topics such as the following, by undertaking the actions described in this

paragraph --

i. the State's academic content standards

ii. the State's student academic achievement standards

iii. the State and local academic assessments including alternate

assessments, the requirements of Part A, how to monitor their child's progress, and

how to work with educators: by providing activities such as workshops, conferences,

guidance meeting, technology. Parents will be informed about equipment or other

materials that may be necessary to ensure success of their children.

b. The school will provide materials and training to help parents work with their children to improve

their children's academic achievement, such as literacy training, and using technology, as

appropriate, to foster parental involvement, by: providing workshops and classes to parents.

c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by conducting workshops and professional development in related areas.

d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with the other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by providing parents with information as to the available programs and activities.

e. The school will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: by surveying parents to obtain information about specific needs.

III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title 1, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school related meetings and training sessions;
- training parents to enhance the involvement of other parents;

- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting telephone conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community based organizations and businesses, including faith based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title 1, Part A programs, as evidenced by attendance at the SLT meeting on 6/9/15. This policy will be in effect for the period of 2015/2016 School Year. The school will distribute

this policy to all parents of participating Title 1, Part A children on or by 10/31/15

School-Parent Compact (SPC)

School Responsibilities

Henry Highland Garnet School for Success will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment

that enables the participating children to meet the State's student academic

achievement standards as follows: Our highly qualified teachers will provide high-quality

curriculum and instruction to our students in a supportive and effective learning environment. Students will be provided with rigorous and challenging curriculum and instruction. Support is widely available at our school before school, after school, on weekends, during special events and on holidays. Our After School Program is opened daily until 5:30 pm.

2. Hold Parent Conferences twice a year and Parent Teacher Conferences twice a year during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held;
 - * November 4-5, 2015 Parent Teacher Conferences (Afternoon & Evening)
 - * March 2-3, 2016 Parent Teacher Conference (Afternoon & Evening)
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: Report cards are issued to parents three times a year. They are distributed during Parent/Teacher Conferences and upon scheduled date.
4. Provide parents reasonable access to staff.. Specifically, staff will be available for consultation with parents as follows: Staff will be available to parents during Open School and on schedule appointments through the Guidance Counselor.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: Parents may see their child's teacher to schedule one to one meetings, observations and set up volunteering schedules. Volunteering information is provided during PA meetings and through calls from the Parent Coordinator. Parents may also inquire from the Parent Coordinator's office.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any School-wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title 1, Part A programs, and to explain the Title 1, Part A requirements, and the right of parents to be involved in Title 1, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title 1, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.

10. Provide to parents of participating children information in a timely manner about Title 1, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

11. On the request of parents, provide opportunities for regular meetings for parents to formulate

suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.

12. Provide to each parent an individual student report about the performance of their child on

the State assessment in at least math, language arts and reading.

13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more

consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title 1.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title 1, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.
- Ensuring that students arrive at school on time.
- Ensuring that my child's hygiene is taken care of.
- Ensuring that my child behaves in accordance with the PBIS (Positive Behavior Intervention System) school-wide behavior expectation matrix.
- Monitoring my child's nutritional diet.
- Updating all contact information.
- Providing all necessary school supplies when possible.
- I have reviewed the discipline code with my child and will reinforce it at home.
- Willingness to learn new technology-based programs that support student learning.
- Ensuring that students are dressed in the proper school uniform

•

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

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

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

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

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

Part A: School Information	
Name of School: <u>The Henry Highland Garnet</u>	DBN: <u>05M175</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>28</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>0</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _____ The Henry Highland Garnet School for Success is implementing Project CITE (Content Instruction through English) this school year 2014-2015. The primary focus for this program is to develop English literacy and written skills that will increase academic achievement and English language acquisition across all content areas and with the goal of achieving success through academic vocabulary acquisition, fluency and comprehension. The materials that our school will use have built-in assessments and cover topics on different specific content areas such as science and social studies. In addition, our school will also use NYSESLAT test prep materials in the middle of the school year to prepare the students for the NYSESLAT. The English language learners who will participate in this after school program are in grades 1,2,3 and 4 and are at the beginning and intermediate levels. There will be 28 English language learners that will be provided supplemental services. This after school program, which focuses on academic content enhancement, will be implemented every Tuesday for the 1st and 3rd grade groups and every Thursday for the 2nd and 4th grade groups. The program will begin at 3:00 pm and will end at 5:00 pm on Tuesdays and Thursdays. The program will kick off on November 18, 2014 and will culminate on March 31, 2015. English is the language of instruction. Two certified ESL teachers will provide direct instruction for these ELL subgroups. Our school will use English Now! materials. The rationale for the purchase of these materials is that these materials are especially designed for language learners who are acquiring proficiency in English specifically at the beginning and intermediate levels. The goals of these materials are to accelerate ELLs reading of grade level or near grade level texts, to read orally with fluency, ask and answer questions, and orally retell a story. The four modalities are incorporated in these materials. In listening, students can acquire academic and content vocabulary, negotiate meaning, and respond to minimal pairs, rhythm and intonation. In speaking, students can transform sentences from simple to elaborated, detect and correct own grammatical errors, orally compose own stories, and retell a story. In writing, students can write their own stories, detect and correct own mechanical errors. In addition to the primary resource materials that our school is using, Continental's New York ELLs for the NYSESLAT will also be used in the middle of the school year to prepare our students for the Spring achievement test.

Part C: Professional Development

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

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

Begin description here: _____ Five professional developments are scheduled this academic year. Information and teaching strategies gathered from these professional developments will provide knowledge and practical support to these teachers who have English language learners in their classrooms. These will give them a better understanding of their English language learners, identify necessary support and implement best instructional practices for student progress and achievement. These will also serve as valuable educational tools which can be shared with colleagues as future resources in planning and implementing related activities. There will be five participants in this program which comprises of classroom teachers from kinder through fourth grade. This is going to run every 2nd

Part C: Professional Development

Wednesday for the months of January, February and March and 3rd Wednesday for the months of April and May from 2:30 pm to 4:00 pm. The schedule of the five professional developments is as follows: January 14, 2015 (Assessment, Evaluation and Placement of ELLs), February 11, 2015 (AMAO: Accountability for ELLs), March 11, 2015 (English in a Flash), April 15, 2015 (Implementation of Instructional ESL Strategies during the Balanced Literacy), May 20, 2015 (Teaching Vocabulary for Writing). These professional developments will be provided by Tanya C. Pragados, Sharon Robinson, two ESL certified teachers and Valorie Williams, Technology Specialist of the school. The two ESL certified teachers who will teach in the Title III program will receive the following professional developments: November 4, 2014 from 8:30 am to 3:00 pm at American Museum of Natural History with the topic Common Core Literacy and Museum Learning Experiences, December 8, 2014, February 24, 2015, and March 26, 2015 from 9:00 am to 3:00 pm, Developing English Language Learners' Mathematical Reasoning in the Early Grades provided by Department of English Language Learners and Student Support, April 25, 2015 from 8:00 am to 1:30 pm at the Manhattan Center for Science and Mathematics, Dr. Nancy Cloud, keynote speaker.

Part D: Parental Engagement Activities

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

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

Begin description here: _____ Five ESL adult class sessions will be provided to our parents of ELLs. This is going to run every last Wednesday of the month from 2:30 pm to 4:30 pm. The first session will be on January 28, 2015 then as follows, February 25, 2015 March 25, 2015 April 29, 2015 and May 27, 2015. This ESL adult class is primarily catered for parents with children who are English language learners. The main objective of this program is to engage parents directly in the education of their children. This program will correlate with what their children are doing and learning in the CITE program. Tanya Pragados, Sharon Robinson, both certified ESL teachers, and Valorie Williams, Technology Specialist of the school will provide the services. Parents will be notified through letter informing about the program. The parent coordinator will also post some information posters in the school entrance. In addition to the ESL adult class, four parent workshops will be held for this school year. The four parent workshops are as follows: January 6, 2015 from 5:30 pm to 6:30 pm, ELA Parent Workshop, Grades 3-5 teachers are the presenters. The second parent workshop will be on January 20, 2015 from 5:30 pm to 6:30 pm, Math Parent Workshop, Grades 3-5 teachers will be the presenters. The third workshop will be on February 10, 2015, from 3:10 pm to 4:10 pm, English in a Flash and Skoolboo (technology workshop), Valorie Williams, Technology specialist, will be the presenter. The last workshop will be on March 11, 2015 from 2:30 pm to 3:30 pm, Getting Ready with the NYSESLAT, Tanya Pragados will be the presenter.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits)	-	-

Part E: Budget

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

Allocation Amount: \$11200

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

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

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

District 05	Borough Manhattan	School Number 175
School Name Henry Highland Garnet School		

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 Kavita Jagarnath-Pereira	Assistant Principal Michelle Murray
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher Tanya Pragados	School Counselor Stacha Scott
Teacher/Subject Area Mary Tompkins/Common Branch	Parent Sara Morales
Teacher/Subject Area Melanie Lorenzano/Common Branc	Parent Coordinator
Related-Service Provider Charmaine Downton	Borough Field Support Center Staff Member Roxanne Marks
Superintendent Gale Reeves	Other (Name and Title)

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	358	Total number of ELLs	37	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	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0	0	0	0	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	37	Newcomers (ELLs receiving service 0-3 years)	37	ELL Students with Disabilities	0
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	37	0	0	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: 0

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	1	4	2	8	4	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	1	3	2	1	2	1	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	1	2	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	1	0	1	0	1	2	0	0	0	0	0	0	0	0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	1	2	1	1	3	4	0	0	0	0	0	0	0	0
Emerging (Low Intermediate)	0	0	2	2	2	0	0	0	0	0	0	0	0	0
Transitioning (High Intermediate)	0	1	2	1	1	1	0	0	0	0	0	0	0	0
Expanding (Advanced)	2	4	1	4	2	0	0	0	0	0	0	0	0	0
Commanding (Proficient)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

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

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

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

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

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

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

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

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

The assessment tools that the school uses include TCRWP, running records, and periodic assessments and state tests for both ELA and math. TCRWP and running records are used to help teachers determine the progress in literacy development in children from grades kindergarten through 5. These assessments measure decoding, vocabulary, fluency and comprehension skills of students including ELLs. These are used in determining student's developmental reading levels for the purpose of planning instruction and documenting reading growth or progress. The data from periodic assessments and state exams both in ELA and math are used in item analysis. The school analyzes and translates the data in creating and forming effective instructional groups and in differentiating instruction. The students are grouped by skills or strands.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

Upon reviewing data patterns across performance levels, out of the 37 English language learners who took the NYSITELL and/or NYSESLAT, 12 ELLs are in the Entering level, 6 ELLs are in Emerging level, 6 are in Transitioning level, and 13 ELLs are in Expanding level.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The school uses the information about Annual Measurable Achievement Objectives in identifying whether our ELLs meet AMAO 1, 2 and 3. The data reveal that there are 8 English language learners who met AMAO 1, no one met AMAO 2 and 3 ELLs met AMAO 3. Overall the school did not meet the three AMAOs.
- 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?

a. There were 23 ELLs who took the state tests. Among the 23 ELLs, 19 got a level 1, 3 got level 2 and 1 got a level 3. The ELLs did not fare well in ELA, math and science. There were 5 ELLs who took both math and science tests in their home language, however it got the

same result. These 5 ELLs who took the math and science tests in their home language still got a score of 1. They can speak the language; however they are not literate in their own language. The result only indicates that one year or two is not sufficient to acquire academic English and achieve on grade level. Although they did not fare well in the exams, but we see academic progress in them. Given more years in the ENL program, they will do better.

- b. The results of the ELL periodic assessments are used to determine when it is necessary to adjust instruction for all ELLs.
- c. ELLs who are in the school system longer fare better than the ELLs who just came in the school system and took the assessment.
- 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](#).]

The first focus should be on improving the quality of core instruction and making sure that most students have ongoing, high quality opportunities to learn and are succeeding. Universal screening is used to establish a baseline of student performance and identify students who are not making academic progress at expected rates. Screening assessments give clear indications of risk in specific domains through set benchmarks or criteria, or by detailing how a child performs relative to peers of the same age or level. These assessments often point out risks that may not be apparent from classroom interactions alone and they are especially useful for understanding performance across groups of students. Strong core instruction for ELLs is delivered to all students in the general education classroom by qualified educators. Intensive, targeted intervention is provided to support ELLs who are not showing sufficient progress on the skills and/or competencies measured. Progress monitoring informs how at-risk students are responding to instruction.

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

Knowledge of typical second language development and the student's history of first and second language such as educational background is considered when setting benchmarks and interpreting progress. When placing ELLs into classes to better understand and instruct them, the school considers some factors. First, the school utilizes the data at hand to determine previous education within the U.S and /or the home country. Second, the school determines the student's level of literacy in ELA, math and other content areas in English and in the home language. Third, the school determines how support is given by parents at home for first or home language literacy and/or English language development. Additionally, all teachers should consider student's new language development in making instructional decisions. Lastly, all teachers should understand the second language acquisition process and know what to expect at different levels of English proficiency. Classroom teacher or paraprofessional who speaks the student's language supports the child in the insructions.

- 7. For dual language programs, answer the following:

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

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

The school looks at the standardized test results to check whether the ELLs met the AYP and determine whether ELLs make improvement or score proficient or commanding on NYSESLAT using the estimator tool. The AMAO tool tells us the score of each ELL in the four modalities. It gives the school information on where or which modalities are considered to be the target of concern.

Part IV: ELL Identification Process

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

- 1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

The school administers the Home Language Identification Survey (HLIS) to determine the student's home language as part of general intake procedures. The home language is determined based on the results of the HLIS, which includes an interview with both the parent and student in English and the home language. A student is considered to have a home language other than English when (1) one question on the HLIS Part 1: questions 1-4 indicate that the student uses a language other than English, and (2) two questions on the HLIS Part 1: questions 5-8 indicate that the student uses a language other than English, and (3) the interview with the parent and student indicates a language other than English. Therefore, the home language is determined based on a combination of the interviews with the parent and student, and responses to the questions on the HLIS. A licensed pedagogue such as the school's ELL coordinator must complete the HLIS with the parent and ensure timely entry of this information into the designated ATS screens. The licensed pedagogue must be trained in cultural competency, language development, and the needs of English language learners. He/she must be proficient in the home language of the student or parent or guardian or use a qualified interpreter /translator of the language or mode of communication the student or guardian best understands. The completed HLIS forms must be placed in the

student's cumulative file and remain a part of the student's permanent record. If the student's home language is English, the ELL identification process stops, but if the student's home language is not English the ELL identification process continues. For students whose home language is not English, the school must administer a more in-depth interview with the student in order to determine NYSITELL eligibility. If the student is eligible to take the NYSITELL, then NYSITELL will be administered. All new entrants whose HLIS responses indicate a home language of Spanish and who are newly identified as ELLs based on NYSITELL results must be administered the Spanish LAB at the time of initial enrollment or reenrollment during the same 10-day testing window.

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

Schools have 30 days from initial enrollment to make an initial SIFE determination. Determining SIFE status begins at the time of the completion of the Home Language Survey when the parent is asked to indicate prior schooling. If there are indications within the ELL identification process that a student has had an interruption or inconsistency in his or her formal schooling, then SIFE identification process will be done. The school will administer the oral interview questionnaire. The Oral Interview Questionnaire is used to determine if an ELL has a gap of two or more years in his or her formal schooling. It is used to develop a better understanding of a newcomer ELL, who could be a potential SIFE as it has many questions related to literacy and language practices. Literacy Evaluation for Newcomer SIFE (LENS) will be administered for those students who have a home language of Arabic, Bengali, Chinese, Haitian-Creole, or Spanish. The LENS is a multilingual suite of diagnostics designed to measure the home language literacy skills SIFE bring with them when they enter New York City schools. This information will be highly informative for teachers of SIFE, since students come with a range of skills in both literacy and math and knowing each individual student's strengths and weaknesses is essential for teachers to plan instruction. Initial SIFE status must be indicated in the DOE's data collection systems no later than 30 days from initial enrollment. As per CR Part 154, schools have up to one year to make a final determination of SIFE status; therefore initial SIFE identification within the 30 days may be modified for up to one year. SIFE status is removed once the ELL scores at transitioning level or higher on the NYSESLAT.

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

NYSITELL eligibility for students entering school with IEPs from within the United States must be based on the determination of the Language Proficiency Team (LPT). The LPT is comprised of the school administrator, ENL teacher, SETTS/Special Education Liaison, student's teacher and the student's parent or guardian. A qualified interpreter or translator of the language or mode of communication the parent or guardian best understands, must be present at each meeting of the LPT. The LPT determines whether the student should take the NYSITELL. The LPT should consider evidence of the student's English language development such as the student's history of language use in the school and home or community, the results of the individual evaluation of the student conducted in accordance with procedures in CR Part 200.4(b)(6), which includes assessments administered in the student's home language, information provided by the Committee on Special Education (CSE) as to whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. Based on the evidence, the LPT must make a determination as to whether the student may have second language acquisition needs or whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. If the LPT determines that the student may have English language acquisition needs, the student must take the NYSITELL. If the LPT determines that the student does not have English language acquisition needs and should not take the NYSITELL, the recommendation is sent to the principal for review. The principal must accept or reject this recommendation. If the principal rejects the recommendation of the LPT to not administer the NYSITELL, the NYSITELL is immediately administered to the student. If the principal accepts the recommendation not to administer the NYSITELL, the recommendation is sent to the superintendent or the superintendent's designee for a final decision. Additionally, the parent or guardian 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 LPT's recommendation. If the superintendent determines that the student must take the NYSITELL, the school has 5 additional school calendar days to administer the NYSITELL and to notify the parent or guardian. The form titled Language Proficiency Team NYSITELL determination form must be 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.

The 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 because they responded to the invitation by attending the orientation sessions conducted by Ms. Tanya Pragados, ENL teacher. The ELL Coordinator holds a copy of both entitlement letter and non-entitlement parent notification letters in the office. Second copy and at times third copy of notice were sent to parents who did not respond to the parent orientation invite. If parent still do not respond to the third notice, the ELL Coordinator contacts the parent through phone.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

The school informs the parent or guardian that the school initiates a review of the ELL status determination of his/her child upon receipt of a written request addressed to the principal from the student's parent or guardian and/or student's teacher if the teacher's request includes written consent from the parent or guardian. The school informs the parent or guardian that the re-identification

process must be completed within 10 school calendar days of receipt of written notice; however if the CSE must be consulted, the process must be completed within 20 school calendar days. The school must inform the parent or guardian the steps of the re-identification process. Written notification of the decision is sent from the superintendent to the principal, parent or guardian in the parent's preferred language within 10 school days of receipt of documentation from the principal. If the decision is to not change the ELL status, no further action is necessary. If the decision is to change the ELL status, the student's program must be modified accordingly. Information and correspondence sent home are in the parent or guardian's preferred language.

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.

The school conducts a parent orientation for English language learners facilitated by the ELL Coordinator on September 21, 2015. During the parent orientation, the school gives an overview and shows the parent orientation video of the three ELL programs offered in the New York City to parents at the time of initial ELL identification. The school makes every effort to stay in contact with ELL parents, from administering the HLIS, to informing them of their child's eligibility for ELL services and to collecting the forms that indicate the parent's program choice for their child. The school provides parents of newly ELLs with information on the different ELL programs that are available. The school sends home the entitlement letter. In that letter, parents are informed that their child is entitled to receive services in one of the three programs (Dual Language, Transitional Bilingual education and Freestanding English as a New Language) and the parent orientation that they are going to attend. The first parent orientation takes place on September 21, 2015 and another one will follow on a later date. One-on-one meetings will be held to those parents who will not be able to attend the scheduled parent orientation sessions. During the orientation, the parents have the opportunity to view the parent orientation video in their home language. The orientation provides the opportunity for parents to ask questions and clarifications about the three programs. In any situation or circumstance that some parents cannot attend the scheduled parent orientations, the ELL coordinator contacts the parent or guardian to schedule an appointment or discuss program options over the phone. Parent orientation meetings must be held within 10 days of newly arrived enrollment and must be considered on a need basis. Transitional Bilingual program is the default placement when a parent survey is not returned.

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

The school ensures that Parent Surveys and Program Selection forms are returned in a timely manner and monitors parent program choice because they are given and are filled out after the parent orientation. They are asked to fill out the form after viewing the orientation video and after all questions and inquiries are answered. The filling out of the Parent Surveys and Program Selection forms is facilitated by the ENL teacher and pedagogues who speak the parent's language.

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

The school ensures that Parent Surveys and Program Selection forms are returned in a timely manner and monitors parent program choice because they are given and are filled out after the parent orientation. They are asked to fill out the form after viewing the orientation video and after all questions and inquiries are answered. The filling out of the Parent Surveys and Program Selection forms is facilitated by the ENL teacher and pedagogues who speak the parent's language. The school contact person which is the ELL coordinator contacts the parent or guardian to schedule an appointment to fill out the form or discuss program options over the phone. The information or correspondence such as the entitlement or notification letter and parent survey and program selection form are in parent's preferred language. The Parent Surveys and Program Selection forms are collected after the parent orientation meeting and is stored in the student's cum folder and another copy in the ELL coordinator's office.

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

Placement parent notification letters in their preferred language are sent home once the student's program has been determined based on the steps of ELL eligibility. The placement letter indicates the program in which their child has been placed. The ELL coordinator is responsible in sending home the placement notification letters.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

All ELL-related documents which are dated and signed such as Home Language Identification Survey, Parent Survey and Selection Form, Program Placement letter, Entitlement letter, Continued entitlement letter, Non Entitlement letter are kept in the student's cumulative record and a copy of these records are also kept in the ELL Coordinator's office.

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

Before administering the NYSESLAT, there are several things or steps to consider. The school testing coordinator and ENL Teacher/ELL Coordinator make an inventory of the test materials which include answer sheets, pre-coded identification labels, booklets, test administrator's manual and etc. There will be an orientation of test administrators and of students. Students and parents of students taking the NYSESLAT are informed a few days before the administration. The school informs the students that the test is designed to show how well they can listen to, read, write and speak the English language. The school makes announcements in such a way as to increase the student's interest in the test and at the same time not cause them to become overly concerned. The school informs and notifies the parents or guardians of the dates of testing and the purpose of the test. The school asks the parents to

encourage their children to do their best and to ensure that their children are well rested on the dates of testing. The school prepares the answer sheets for each student taking the test before the day that the NYSESLAT is to be administered. The school prepares the testing room. The school makes sure that the testing room is adequately lit and ventilated, and free from noise and other distractions. NYSESLAT Speaking subtest is given first since this has to be administered individually. The other three NYSESLAT subtests are administered in group.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

Continued Entitlement and Transitional Support Parent Notification letters in the parent's preferred language are sent home to students and have the student's parent or guardian dated and signed the letter and sent it back to school for record retention. The ELL coordinator is responsible for storing the copies of the letters.

13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

After reviewing the Parent Survey and Program Selection forms for the past few years, the school found that our parents preferred to have their children in the Freestanding English as a New Language program. Every year the trend has never changed. Our parents of new ELLs placed Freestanding ENL as their number one choice. Last year, out of the 8 parents who attended the parent orientation session and filled out the Parent Survey and Program Selection form, 6 parents chose Freestanding ENL. The program offered at our school is completely aligned with the parents' choice or request. During the parent orientation, the parents are informed that there are three programs being offered by the New York City Department of Education as per ASPIRA Consent Decree. The parents are informed that in kindergarten through 5, if there are 15 or more ELL students who speak the same language in one or two contiguous grades as amended by the ASPIRA Consent Decree, that require the school to open a bilingual program. The parents are informed that if their program choice is not currently available in the school, the school must inform them that the selection is not available at the school, provide them with the following two options, and maintain a record of their response: Keep the student enrolled at the current school in an available program, if the parent chooses this option, the school should immediately place the student in that program and begin serving him/her; or transfer the student to a different school where the parent's selection is currently available. To do so, school should contact the Division of English Language Learners and Student Support, which will coordinate the transfer with the Office of Student Enrollment. While the school awaits the transfer, the student should temporarily be placed in an ENL program in the school until the transfer is complete.

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.

Freestanding English as a New Language (ENL) programs provide instruction in English with home language support emphasizing English language acquisition. Students in Freestanding ENL programs can come from many different language backgrounds, and English may be the only common language among the students. There are two types of ENL, Stand-alone ENL and Integrated ENL. Stand-alone ENL is instruction to develop English language skills so that students can succeed in core content courses. It is delivered by a certified ENL in lieu of core content area instruction. Integrated ENL is instruction to build English language skills through content area instruction. It is delivered by a dually certified teacher (ENL and a content area) or co-teaching by a certified ENL teacher and a certified content area teacher such as English language arts, math, science or social studies. Both methods of integrated ENL instruction include content area subject matter and English language development using ENL strategies. All ELLs and former ELLs up to 2 years after exiting ELL status must receive a minimum number of units of integrated ENL. ENL can be delivered in 3 ways. They are the push-in model, pull-out model, and self-contained model. Push-in model is when an ENL teacher works with ELLs in collaboration with general education classroom teachers to provide language acquisition and vocabulary support. There is a common preparation time between the 2 teachers and/or prior collaborative lesson planning. Pull-out model is when ELLs spend the majority of their day in all-English language content instruction brought together from various classes for English-acquisition-focused instruction. ENL teacher

needs to plan carefully with general education teachers to ensure curricular alignment and continuity of instruction. Self-contained model is when ELLs are grouped together in an ENL class, usually for the entire school day and for all content instruction.

b. TBE program. *If applicable.*

Paste response to questions here:

c. DL program. *If applicable.*

Paste response to questions here:

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

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

The school provides the mandated number of instructional minutes according to proficiency levels to our English language learners. Our school uses Freestanding ENL program model. English language learners in Freestanding ENL program receive all instruction in English with native language support. The number of ENL instructional units that a student receives is regulated by the New York State CR Part 154 regulations and determined by student English proficiency levels as determined by the NYSITELL and NYSESLAT scores. In order to maximize English language acquisition for ELLs, the ENL teacher and classroom teachers work closely to deliver literacy instruction as well as tailor additional content instruction to meet the needs of our ELLs. Our school spends the mandated minutes of ENL instruction aligned to ELA standards. For Entering and Emerging-level students, 360 minutes of ENL are required, for Transitioning and Expanding-level students, 180 minutes of ENL are required, and for Commanding-level students, 90 minutes of ENL are required for two years.

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.

Transitional Bilingual Education (TBE) programs are designed so that students develop conceptual skills in their home language as they learn English. All instruction is Common Core-aligned to accelerate student achievement. As students (all ELLs) develop English language skills, time in the home language decreases. When ELLs reach proficiency on the NYSESLAT, they are placed in a monolingual class in English with home language support. Schools that offer this model must have a consistent plan for the use of each language for instruction, and a supportive transition plan for students when they are transferred into the monolingual English program, as required in CR Part 154. Dual Language programs are designed to continue developing students' home language. In addition, English-proficient students are given the opportunity to learn a new language. Dual language programs serve both ELL students in need of English language development and monolingual English-proficient students who are interested in learning a second language. Both groups provide good linguistic role models for each other and, through their interactions, support language development in both languages. Students in a dual language program should remain in the program during their tenure in the New York City Department of Education schools. Therefore, even after the student reaches the proficient or commanding level on the NYSESLAT (former ELL status), the student should continue to remain in the dual language program. Dual Language programs have a very clear language policy: students receive half of their instruction in English, and half of their instruction in the other target language. Language is taught through content areas as well as literacy. In dual language programs, the new language is often referred to as the target language such as Spanish, Chinese, Russian. New York City dual language programs are designed to have students spend 50% of their instructional time with the target immersion teacher who uses only the target language. The remaining part of the day is spent with a teacher who instructs only in English. Freestanding English as a New Language (ENL) programs provide instruction in English with home language support, emphasizing English language acquisition. students in Freestanding ENL programs can come from many different language backgrounds, and English may be the only common language among the students. As per CR Part 154, there are two types of ENL. They are the Stand-alone ENL and Integrated ENL. Stand-alone ENL is instruction to develop English language skills so that students can succeed in core content courses. It is delivered by a certified ENL teacher. A student may not receive stand-alone ENL in lieu of core content area instruction. On the other hand, Integrated ENL is instruction to build English language skills through content area instruction. It is delivered by a dually certified teacher (ENL and a content area) or co-teaching by a certified ENL teacher and a certified content area teacher such as English Language Arts, math, science, or social studies). Both methods of integrated ENL instruction include content area subject matter and English language development using ENL strategies. ALL ELLs and former ELLs up to two years after exiting ELL status must receive a minimum number of units of integrated ENL.

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

Bilingual dictionaries and glossaries are given to students at beginning of the year, and used throughout school year as well as on all classrooms and state exams. The school orders test materials in the student's alternative language. For state examinations for which SED provides written translations, ELLs may use both English and an alternative language edition of the test simultaneously. School provides ELL students with an oral translation of a state examination when there is no translated edition provided by SED. All translations must be oral, direct translations of the English editions.

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

The school makes it a point that our English language learners take the NYSESLAT in all four modalities. The school uses Rigby ELL Assessment Kit to evaluate the ELL students in all four modalities. The assessment is done twice a year, one in the beginning of the school year and in the middle of the year. Teachers also use the running records to evaluate the ELL students growth or progress in reading. Running records is done 4 times in a school 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 school uses English in a Flash, Language First and Words Their Way for ELLs instructional programs for SIFE. These instructional programs are aligned with the curriculum program that the school is using. During the first period, students will have 20 minutes with English in a Flash program and 25 minutes for Language First. The second 45 minute period is for the Words Their Way program/instruction.
 - b. Foundations and Words Their Way programs are used for kindergarten through second grade and Wilson Reading System and Leaptrack assessment and instruction system for third grade through fifth grade. Foundations and Wilson reading systems are used for the first period of instruction and Words Their Way and Leaptrack are used for second period of instruction.
 - c. For our developing ELLs, Words Their Way and Think-Along programs are used to address the five reading essential components that our ELLs need.
 - d. Think-Along and Leaptrack Reading Pro system are used which focus on reading comprehension, critical thinking and writing during their ENL periods.
 - e. ELLs who reached the proficiency level or commanding level on the NYSESLAT for a year or two still receive continuing transitional support. Think-Along and Leaptrack Reading Pro system are used which focuses more on reading comprehension, critical thinking and writing during the ENL periods.
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.

Between 6 and 12 months from the date of the superintendent's notification to the principal, parent or guardian, the principal, must review the re-identification process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with a qualified staff member in the school, and the parent or guardian. If the principal, based on the recommendation of qualified personnel and consultation with the parent or guardian believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the student as defined in CR Part 154-2 and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, he or she must consult with the superintendent or superintendent's designee. Final decision notification must be in writing to the parent or guardian in the parent or guardian's preferred language within 10 school calendar days.
8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

Foundations and Words Their Way reading programs are used which both provide access to academic content areas and accelerate English language development to our ELL-SWDs. Foundations addresses all five areas of reading in an integrated approach and it overlaps skills and does not address these skills in isolation. Words Their Way focuses on the five areas of reading instruction needed for the students to read successfully.
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?

Instruction is differentiated according to their needs and proficiency level. The teaching staff and other service providers have formal and informal meetings to collaborate with the instructional plans, approaches, methods and instructional time being used to meet the diverse needs of this group.

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.

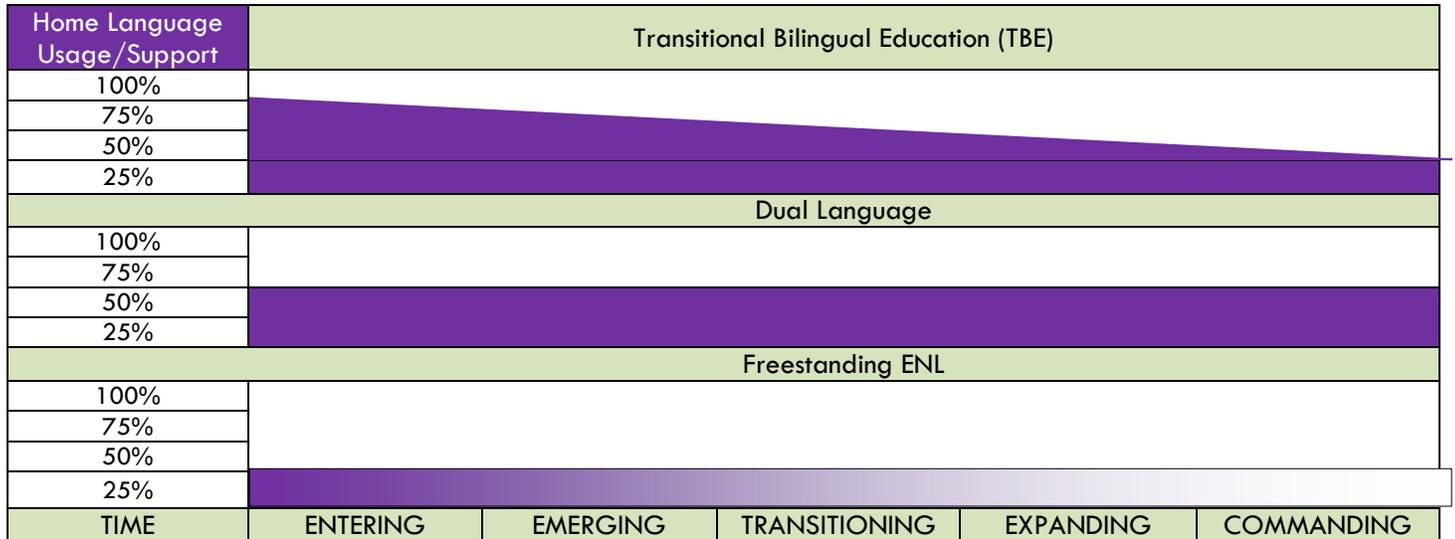


*Note “other approved services” does not apply to New York City at this time.

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.

Kindergarten through second grade ELL groups receive double dose of Foundations reading system and Ready Gen intervention piece and third grade through fifth grade receive Wilson reading system and Ready Gen Intervention piece as well. Go Math intervention piece is used as the math intervention program. They were grouped based on the results of the assessments and state tests.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

The school uses end of unit exams, periodic assessments, baseline assessments and benchmark assessments for both ELA and math and end of unit exams are used for social studies and math. The school reviews the data once a month.
12. What new programs or improvements will be considered for the upcoming school year?

The school will hold Saturday academy for ELLs that will incorporate field trips to museums and other places that would enrich and connect their own cultural history and background.
13. What programs/services for ELLs will be discontinued and why?

There are no programs or services for ELLs which will be discontinued. The school finds these programs or services helpful, useful and successful.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

ELLs are afforded equal access to all school programs. They are engaged into different programs in the school. They are in after-school programs facilitated by the New York Mission Society where they are honed in arts, music, dance and sports. Most of our third, fourth and fifth grade ELLs are gifted in music and sports. Some of them are good and promising athletes. They are part of the Music and Brain after-school program. Some are in Mighty Milers and basketball team. Swimming lesson is also offered to our second grade students at YMCA. Our students including ELLs are actively engaged in the Fuel Up 60. Saturday academies for ELA and math take place for third grade through fifth grade. CITE program under the Title III fund is provided to ELLs in first grade through fourth grade.
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.

Our school has a technology laboratory and all classrooms have computers so students can use them when needed. Besides the computers in the technology lab and classrooms, third grade through fifth grade students have access to laptops during their ELA specifically when they have to do their final piece of writing and other content areas when doing research. Kinder through fifth grade have Promethean smart boards that they can use.

Several technology instructional programs are in place in the school such as Renaissance Learning which comprises accelerated reader, Star early literacy, Star Reading, English in a Flash, Math Facts in a Flash, and Star math. Classroom libraries have selections of bilingual children books available in Spanish, French, and Arabic, and dictionaries available in Spanish, French, and Arabic versions as well.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Transitional Bilingual Education and Dual Language Programs have both home language arts and subject areas taught in the home language. Freestanding English as a New Language has home language supports. Dual Language programs have a very clear language policy: students receive half of their instruction in English, and half of their instruction in the other target language. Language is taught through content areas as well as literacy. In dual language programs, the new language is often referred to as the target language (Spanish, Chinese, Russian). New York City dual language programs are designed to have students spend 50% of their instructional time with a target immersion teacher who uses only the target language. The remaining part of the day is spent with a teacher who instructs only in English. The side-by-side model is strongly recommended in the elementary grades; however schools should evaluate the student's needs and progress to determine which model best meets the educational needs of the students. For example, some schools use alternating-day models in which language use for content areas alternates from day to day in two-week cycles. Students learn to read and write and receive instruction in other disciplines in both languages. However, for emergent literacy, extra time is dedicated to the rules and concepts of each language. The primary language acquisition goals of dual language programs are the development of grade-level-appropriate bilingual and biliterate academic skills in both English and target language for all students. TBE programs are predicated on transferring literacy skills from a student's home language to a student's new language which is English. Students acquire literacy most effectively in the language most familiar to them. Skills used in home language acquisition such as making sense of print, using writing to communicate, playing with language structure and developing vocabulary are skills that a student can use for faster and more successful acquisition of English literacy, a concept known as "linguistic interdependence". In TBE programs, students transfer home language skills to English by spending instructional time in the home language before steadily transitioning to English. At the entering level, TBE students are expected to receive 75% of instruction in their home language and 25% in English. As a student's English proficiency increases more of his or her instructional day is spent learning in English. In TBE programs, teachers must make several considerations when determining which language is

best to teach certain concepts. Teachers must consider carefully the intellectual demand of concepts, student familiarity with concepts in the home language and English, and the academic language required for using and mastering concepts. Freestanding English as a New Language (ENL) programs provide instruction in English with home language support, emphasizing English language acquisition. Students in freestanding ENL programs can come from many different language backgrounds, and English may be the only common language among students. At the elementary level, ENL can be delivered in the following three ways: Push-in model: an ENL teacher works with ELLs in collaboration with general education classroom teachers to provide language acquisition and vocabulary support. There is common preparation time between the two teachers and/or prior collaborative lesson planning. Pull-out model: ELLs who spend the majority of their day in all-English content instruction are brought together from various classes for English-acquisition-focused instruction. ENL teachers need to plan carefully with general education teachers to ensure curricular alignment and continuity of instruction. Self-contained model: ELLs are grouped together in an ENL class, usually for the entire school day and for all content instruction. New York City schools promote the push-in and self-contained models based on research that suggests that they are more effective than pull-out programs. Push-in programs promote collaboration between the classroom teacher and the ENL teacher, decrease in-class instruction time loss, and decrease student travel time to and from the ENL classroom. English as a New Language is provided in all three models. Beginning in the 2015-2016 school year, ELLs are required to receive all or part of their ENL through an integrated model, which refers to a unit of study or its equivalent in which students receive core content area such as English language arts, math, science, or social studies and English language development instruction.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

Mandated services are aligned with the student's age and grade level. The required services and/or resources support and correspond to ELLs ages and grade levels because they are also based on their grade level benchmarks and on Common Core State Standards. The school uses flexible scheduling to ELL-SWDs to address and to adapt to their needs.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

The school holds an annual two-day and evening curriculum fair. All parents are invited to see the fair/exhibits that the school is showcasing. All classroom teachers and other staff are involved in the activity. The school has a yearly toolbox clinic where classroom teachers, related service providers, guidance counselor, parent coordinator and other staff showcase or introduce their tools or instructional materials to the parents and explain how they are used with their children. Translation and interpretation services are available to parents through our staff who speak the same language such as Arabic, Spanish and French. The school contacts the Translation and Interpretation Unit for low incidence languages.

19. What language electives are offered to ELLs?

The school offers our ELL students the opportunity to select reading and other resource materials in their home language as the school has provided bilingual books and bilingual glossaries and dictionaries to classrooms.

20. For schools with dual language programs:

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

B. Professional Development and Support for School Staff

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

The principal, assistant principal, ENL teacher, classroom teachers, Special Education teachers, and guidance counselor attend professional development offered by Teacher's College, Department of English Language Learners and Student Support and NYS/NYC RBERN. Workshops are given to all staff including secretaries during the professional development day which is on Mondays.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

The school sends teachers of ELLs to different professional developments offered by the Department of English Language Learners and Student Support, NYS/NYC RBERN and Teacher's College.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

The ENL teacher and classroom teachers have formal and informal meetings with the purpose of discussing the progress of the students specifically the English language learners as we prepare them to middle school. The ENL teacher attends common prep meetings and/or teacher team meetings at least once a month to collaborate with the instructional plan, approaches, and methods being used and gives updates of the ELL group. The ENL teacher and guidance counselor have formal and informal meetings with the purpose of talking about safety, middle school articulation, character development, and bullying.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to *ELL Policy and Reference Guide, Professional Development* section.

The school must provide professional development to all teachers and administrators that specifically addresses the needs of English language learners. A minimum of 15% of the required professional development hours for all teachers prescribed by CR Part 80 must be dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. Bilingual and English as a New Language teachers, a minimum of 50% of the required professional development hours must be dedicated to language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. Records of professional development activities such as agendas and attendance are kept on file in the main office.

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?

The school has scheduled 40 minutes every Tuesday as parent engagement day. This is the time that parents have individual meeting with the teacher to discuss goals, progress, assessment results and even needs or concerns of their child. The school keeps record of attendance for every individual meeting held or keeps record of date and time of phone conversation made. Translation services are available to parent who have preferred languages.

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

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

Parents have the opportunity to attend trainings and workshops every month throughout the academic year that can support their children's learning in various academic areas such as math, literacy, science, and social studies. Parents are also encouraged to volunteer in the school to support their children and to observe how their children act, behave, and learn in school. Fuel Up 60 and Play is another program that our school initiated few years ago and is continued this year. Parents get involved into different activities together with their children. Breakfast with the Principal and Bring Dad to School are other programs that our school has established. Parent coordinator takes the time to understand each family's interests and priorities, it sends a powerful message to parents that educators honor what parents have to offer in support of their children's achievement. The parent coordinator can establish a school culture that honors parents by making a conscious and consistent effort to seek information from them. Information that increases the parent coordinator's awareness of and sensitivity to each family's individual culture and perspective on the role of the school will aid in the development of positive relationships. This can be accomplished through class and building-wide surveys, questionnaires and suggestion boxes. The most and meaningful way for a parent coordinator to get first-hand information from parents is by meeting with parents on a one-to-one basis. Scheduling face-to-face meetings is an excellent way to better understand families' priorities, expectations, and goals. Translation services are available to parents who speak a language other than English.

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

Our school partners with other agencies or community based organizations such as Carmel Hill, City Year, TCRWP, Reading Partners and Harlem Council of Elders.

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

The school or in the person of the parent coordinator sends home parent involvement survey and parent questionnaire at the beginning of the school year. During the first parent association meeting, parent questionnaire and parent involvement survey are handed and filled out. In this survey/questionnaire, parents are asked to select 8 workshop topics that are of interest to them and that would help promote the educational success of their child. Parents are also asked to make suggestions for any workshop topics that they think they need to be informed or any guest speakers that they would like to invite. Parents have to answer questions such as what committee or program are they interested in participating and what is the best time for them to participate in meetings or other activities. The school uses the staff who speak the parent's language for translation services.

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

The parental involvement activities address the needs of the parents because they are based on the survey or questionnaire that we asked our parents to fill out. The school ensures that parents get involved in the programs or activities that the school offers.

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.

This is the response to question 2 under Parental Involvement since the response cannot be pasted under it.

Parent Survey and Program Selection forms are kept and retained in the student's permanent record. A copy of the completed Parent Survey and Program Selection Form can be provided to the parent upon request. Records of attendance and agenda of initial parent orientations, individual meetings, quarterly progress meetings or other scheduled meetings provided for parents or guardians are retained in the ELL Coordinator's office.

School Name: P.S 175**School DBN: 05M175**

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)
Kavita Jagarnath- Pereira	Principal		9/30/15
Michelle Murray	Assistant Principal		9/30/15
	Parent Coordinator		
Tanya Mejino-Pragados	ENL/Bilingual Teacher		9/30/15
Sara Morales	Parent		9/30/15
Mary Tompkins	Teacher/Subject Area		9/30/15
Melanie Lorenzano	Teacher/Subject Area		9/30/15
	Coach		
	Coach		
Stacha Scott	School Counselor		9/30/15
Gale Reeves	Superintendent		9/30/15
Roxanne Marks	Borough Field Support Center Staff Member _____		9/30/15
	Other _____		
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **05M175** School Name: **P.S 175**
Superintendent: **Ga**

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.

The school must determine within 30 (thirty) days of a student's enrollment the primary language spoken by the parent of each student enrolled in the school, and if such language is not English, whether the parent requires language assistance in order to communicate effectively the school shall maintain an appropriate and current record of the primary language of each parent. Such information must be maintained in the ATS report of preferred languages based on the HLIS form, blue card or student emergency card, Parent Survey and Teacher Survey.

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.

Spanish, Arabic, French, Bambara, Fulani, Mandingo, Malinke and Wolof are the parents' preferred languages for both written and oral communication.

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.)

Newsletters and calendars which are distributed every first week of the month. Parent-teacher conference announcements which are distributed a week before the date of the conference. After-school program information and permission slips distributed a week or two before the after-school program starts. New York State testing dates and information distributed two months before the test.

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.

These are the following formal and informal meetings and/or interactions with parents and school: Back to School Night on September 17, 2015, Parent Engagement every Tuesday, parent-teacher conferences on November 5, 2015, and March 3, 2016, ELL parent orientation session on September 22, 2015 and as needed, curriculum night on May 2016.

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 school asks school staff who speaks the same language as the parents such as Spanish and French to translate critical communication or documents. For other languages, the school makes request to Translation and Interpretation Unit to translate critical communication in a timely manner.

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.

The school uses both in-house by school staff whenever available and over-the-phone interpreters via the Translation and Interpretation Unit.

Part D: Training Staff on Policies and Procedures

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

The Language Access Coordinator informs the staff during staff meeting and via email on how to use translation services and the over-the-phone interpretation service. The staff are given Translation and Interpretation brochure for reference.

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

The school is responsible for providing each parent whose primary language is a covered language and who requires language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. The school must post in a conspicuous location at or near the primary entrance to such school a sign in each of the covered languages, or most prominent covered languages, indicating the availability of interpretation services.

Part F: Monitoring and Quality Control

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

The school sends home parent survey to gather feedback from parents on the quality and availability of services.