

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

06M187

School Name:

P.S./I.S. 187 HUDSON CLIFFS

Principal:

CYNTHIA CHORY

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Hudson Cliffs School School Number (DBN): 06M187
Grades Served: K-8
School Address: 349 Cabrini Blvd
Phone Number: 212-927-8218 Fax: 212-795-9119
School Contact Person: Cynthia Chory Email Address: cchory@schools.nyc.gov
Principal: Cynthia Chory
UFT Chapter Leader: Amanda Burley
Parents' Association President: Isabelle Elton
SLT Chairperson: Lori Uysal
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

District: 6 Superintendent: Manuel Ramirez
Superintendent's Office Address: 4360 Broadway Room 419, New York, New York 10034
Superintendent's Email Address: Mramier4@schools.nyc.gov
Phone Number: 917-521-3757 Fax: 917-521-3797

Borough Field Support Center (BFSC)

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

Phone Number: 646-470-0721

Fax: 212-356-7546

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)
Cynthia Chory	*Principal or Designee	
Amanda Burley	*UFT Chapter Leader or Designee	
Isabelle Elton	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Lori Uysal	Member/ Parent	
Tom Canning	Member/ Parent	
Sarah Durham	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Lexi Higgins	Member/ Parent	
Hope Tranfacanti	Member/ Parent	
Jennifer Rose	Member/Teacher	
Marianne Kugler	Member/Teacher	
Shelley Castro	Member/Teacher	
Jessica Mitchell	Member/Teacher	
Casey Melilli	Member/ Teacher	
	Member/	
	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.

PS/IS 187 Hudson Cliffs School is a unique community because of its traditions, diverse population, and the cooperative engagement of all its members. This is our mission statement: "PS/IS 187—Hudson Cliffs School is a neighborhood school where we balance a classic approach to learning in both the elementary and middle grades with innovations in teaching and learning." By sharing responsibility and working together the PS/IS 187 community can realize this vision. Students, faculty, administration, parents, and local businesses live this mission by working and celebrating our community together. PS/IS 187 is a model for the DOE's "Strong Schools, Strong Communities" initiative, as we have been working on creating this structure for decades. PS/IS 187 is a family: several faculty are alumni, and several children are third generation PS/IS 187 students.

Our special student populations are as follows: 14.4% of our students have IEPs, and 8.5% of our students are ENLs. These students' as well as non-classified struggling students have the specific need for intervention in both literacy and mathematics to assist them to perform on or above grade level.

Last year we saw a 3.7% increase in literacy and a 4.4% increase in math scores, with more students performing at level 3 and 4. In addition, we have a 97.3% attendance rate, and a less than 1% suspension rate. These statistics illustrate that all of the elements of the Framework for Great Schools are addressed at our school; however, after analyzing our math and literacy data (50% math and 45% ELA scoring 3 or 4 on state exams), we aim to achieve higher. Our key areas of focus for 2015-2016 are rigorous instruction and social-emotional learning. We define rigor as challenging each individual child and leading them to meet or exceed standards. Rigor is not merely about getting high marks on performance tasks and test scores. We also want our students to be critical thinking citizens of the world who aim to change our society for the better with all of their various talents. To achieve this goal, we are confident our faculty will continue to teach our students in an engaging and effective manner, and that families will support their students at home. To support the faculty in providing social-emotional learning, the PTA funded professional development from Lions Quest, a social-emotional learning program that we aim to implement over the next three years school-wide.

The goals in our CEP will focus on all the elements in the Framework for Great Schools, as we insure 187 students leave the building well prepared for life's next set of challenges.

06M187 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01,02,03,04,05,06,07,08	Total Enrollment	794	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	8	# SETSS	1	# Integrated Collaborative Teaching
				10
Types and Number of Special Classes (2014-15)				
# Visual Arts	11	# Music	11	# Drama
# Foreign Language	11	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population	2.2%	% Attendance Rate		94.7%
% Free Lunch	41.1%	% Reduced Lunch		5.8%
% Limited English Proficient	9.0%	% Students with Disabilities		14.5%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.5%	% Black or African American		2.7%
% Hispanic or Latino	54.5%	% Asian or Native Hawaiian/Pacific Islander		2.7%
% White	36.2%	% Multi-Racial		2.8%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	8.3	# 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)	2.0%	% Teaching Out of Certification (2013-14)		4.8%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.5%	Average Teacher Absences (2013-14)		6.51
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	40.0%	Mathematics Performance at levels 3 & 4		44.3%
Science Performance at levels 3 & 4 (4th Grade)	92.5%	Science Performance at levels 3 & 4 (8th Grade)		69.4%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		100.0%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	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		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	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.

The school has been working on creating rigorous instruction and differentiation through common planning.

The greatest challenge we face is our budget; we are currently funded at 83% of Fair Student Funding. Our greatest asset are the faculty’s work with the students and supportive parent body. In 2013-2014, the students reading and math levels increased by 4%, with more students achieving at levels 3 and 4.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–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, 100% students will demonstrate growth in citing textual evidence as demonstrated by CCLS-aligned common performance tasks and rubrics.

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>Common Planning guided by lead teachers</p> <ul style="list-style-type: none"> • Rigorous instruction will be seen in two tiers and will accommodate all learning styles. • Faculty will engage students in critical thinking lessons and project-based learning. • Instruction will cognitively and socially-emotionally engage all students. 	Teachers	September 2015 June 2016	Assistant Principals
<p>SETTS and ESL teachers planning with teachers to guide planning to differentiate to meet student's needs.</p>	Teachers	September 2015 June 2016	Assistant Principals
<p>Parent workshops for parents of ELLs and SWDs</p>	Parents	September 2015 May 2016	Teachers
<p>All students will complete two interdisciplinary projects incorporating these skills, once by December 2015 and a second time by June 2016.</p>	Students	December 2015 June 2016	Teachers
<p>Administration will monitor both manners of rigorous instruction through observations, and performance tasks, through online evaluations and Engrade.</p>	Teachers	September 2015 June 2016	Administration

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.

We will use common planning time on Monday's to allow teachers to align to rigorous instruction and differentiate instruction.

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
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

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

We will receive feedback in January from teachers, with feedback from parents after workshops to be shared with SLT.

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.

We have reviewed data on student referrals for guidance and behavior issues. We have held discussions with parents as part of the SLT. We reviewed the SQR and noticed a need for school-wide guidelines for students and staff for social-emotional expectations; therefore, over 35 of our staff were trained on Lions Quest – a social-emotional program developed to guide our teachers’ curriculum and to help our students social-emotionally. Through these lessons and discussions, students will think critically about how they interact with one another. This comprehensive youth development curriculum aims to teach social and emotional competencies with targeted learning in drug and bullying prevention, character development, and service learning.

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 all students will have participated in the Lions Quest curriculum once per week to help strengthen and develop their social-emotional needs, cultivating a school-wide culture where students feel safe, supported, and challenged by their teachers and peers as evidenced by a 10% decrease in referral and incident reports.

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?
Lions Quest training	Teachers	May 2015	Principal
Implementation of Lion’s Quest <ul style="list-style-type: none"> • Elementary-level faculty will implement Lions Quest’s “Skills for Growing” curriculum in grades K-5, and intermediate-level faculty will implement “Skills for Adolescence” in grades 6-8. 	Students	September 2015- May 2016	Teachers
Lion’s Quest for Parents <ul style="list-style-type: none"> • The school, in conjunction with the PTA, will sponsor two sessions throughout the year for parents to help foster the home-to-school connection and to promote healthy development in our children. 	Parents	September – October 2015	Teachers
Monitoring Success of Lions Quest Through disciplinary records kept by administration and grade advisors, and we will solicit faculty and parent feedback about the program in two SLT meetings over the year.	Teachers Parents	June 2016	Administration

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.											
PTA funded training of teachers in March of 2015 for implementation and full roll-out in September 2015 (approximately \$12,000).											
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	X	PTA Funded		In Kind		Other
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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.

During January and May administration will review referral rates in comparison to years past and share this data with SLT.

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.

Increased collaboration will lead to improvement of student strengths. We will include our teachers of accelerated students, teachers of ELLs, and teachers of SWDs into common planning so that lessons can be differentiated to meet all students at their entry points. Our accelerated students make up 19% of the student population, with ELLs representing 8.5%, and SWDs representing 14.4%. Using state data, there is a 3 to 4 percent rise every year since 2012 (additionally, the school recognizes performance tasks and growth evident in them). This data from comes New York State Mathematics and ELA tests and NYSELAT tests.

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 of 2016, 100% of the staff will participate in a minimum of 6 teacher-driven workshops focusing differentiation to challenge all learners (ENLs, SWDs, Accelerated) as evidenced by sign in sheets.

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) 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>Teacher Team Meetings</p>	<p>Teachers</p>	<p>Monthly</p>	<p>Administration</p>

<ul style="list-style-type: none"> Teacher-driven workshops: at least two led by ELL teachers, focusing on how to enhance language skills in the classroom; two led by SWD teachers, focusing on how to differentiate to meet the varying need; and two workshops on project-based learning that show how to differentiate, enhance, and challenge student learning. Monitored by administration; teachers will be given feedback sheets after each workshop, copies of PowerPoints or handouts will be kept in the professional development binder. Evidence of collaboration of the planned and differentiated curriculum will be available for review in the grade level/department common planning binders. 			
<p>Observation of lesson with a lens on differentiation</p> <ul style="list-style-type: none"> Implementation of differentiation will be recorded in Advance, post observation. 	Students	Monthly	Administration

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.											
Human resource of master teachers will be used to provide in-house workshops.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
SLT will review summative finding of observations as well as sharing of students’ performance tasks results in February 2016 and again in June 2016.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 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.

Administration will communicate via teacher feedback and review of observations. We will encourage both parents and staff to maximize communication on Tuesdays via the use of workshops. New teachers need training via voluntary lunch and learn workshops and new teacher support meetings. School strengths include school to family electronic communication via the school website, Engrade, and E-Blasts.

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 May of 2016, 100% of administrative team will complete four Danielson norming activities to maximize the effectiveness of the use of the Danielson rubric.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Set goals with teachers</p>	<p>Teachers</p>	<p>September 2015</p>	<p>Administration</p>

<ul style="list-style-type: none"> The principal will participate in professional development provided to the staff as well as collaborate with them throughout the year. 			
<p>Observe teachers</p> <ul style="list-style-type: none"> This will be evidenced by the advance system of observations, as well as sign in sheets for in-house professional development and records of participation/completion for outside professional development. 	Teachers	September 2015 through May 2016	Administration
<p>Provide feedback and next steps</p> <ul style="list-style-type: none"> Post observation feedback may include recommendations for professional development, web based models, next steps, inter-visitations of teachers with desired skill, etc. 	Teachers	Ongoing	Administration

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.											
Administration working with staff, ENL Coordinators and IEP teacher sharing resources.											
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.
Administration will review observation data and discuss strategies and next steps for teachers monthly and in June 2016.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 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.

Two PTA surveys as well as the parent survey administered by DOE are used to assess family and community ties. Parents have reported as being satisfied with communication through parent bulletins, eblasts, updates on the school website. Parents express a desire for streamlined communication, including the use of engrade to inform parents of grade level activities.

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, we will increase the school’s communication with our parent body by using multiple electronic communication platforms as evidence by a 75% approval rating by parents as evidenced through an SLT survey.

Part 3 – Action Plan

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

<ul style="list-style-type: none"> We will offer Family Workshops in September and May and on Tuesday afternoons throughout the year, focusing on topics that help parents to support their children. Workshops will cover an array of topics including specializing lessons for SWDs/ELLs, how to read aloud for your child, testing and homework help, math workshop, etc. 			
Parent Surveys <ul style="list-style-type: none"> We will evaluate this success by two surveys one in February, one in June. 	Parents	February 2016 & June 2016	Administration
Enhance community ties <ul style="list-style-type: none"> Further develop ties with PowerPlay, ACDP, NYJTL, and other community organizations or local members of our community that support the school. 	Community Organizations	Ongoing	Administration

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.										
Human resource of teachers and staff will be used to provide in-house parent workshops on Tuesdays.										
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	X	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.
Feedback within one week of all workshops, to be discussed with administration and SLT during February and June.
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)	NY State Data Fountas and Pinnel I-Ready Data Teacher Recommendation	Use of technology and one on one or small group instruction	One on one Small Group Technology	During School Day After School Based on Available Funding
Mathematics	NY State Data I-Ready Data Teacher Recommendation	Use of technology and one on one or small group instruction	One on one Small Group Technology	During School Day After School Based on Available Funding
Science	NY State Data I-Ready Data Teacher Recommendation	Use of technology and one on one or small group instruction	One on one Small Group Technology	During School Day After School Based on Available Funding
Social Studies	NY State Data I-Ready Data Teacher Recommendation	Use of technology and one on one or small group instruction	One on one Small Group Technology	During School Day After School Based on Available Funding
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Recommendation by Parent, Teacher or other staff member	one on one or small group instruction	One on one Small Group	During School Day After School Based on Available Funding

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

2b. High Quality and Ongoing Professional Development

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

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

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

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. PS/IS 187 Hudson Cliffs School, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. PS/IS 187 Hudson Cliffs School will support parents and families of Title I students by:

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

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

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

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

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

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

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

School-Parent Compact (SPC) Template

PS/IS 187 Hudson Cliffs School, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

• School Responsibilities:

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

- Provide high quality instruction in a supportive learning environment.
- Tailor education for each child, challenging them academically, artistically, and socially.
- Assist children in identifying their own needs and seeking help.
- Inform and involve parents to further the educational goals of the school and the classroom

Support home-school relationships and improve communication by:

- Provide parents with two report cards each year.
- Hold parent teacher conferences twice a year and additional conferences upon request of the teacher or parent.

- Keep parents informed of changes in the classroom or in their child during the course of the year.
- Make parents aware of the best way to initiate a conversation with a teacher (i.e. e-mail, a note sent with the child, or a phone call.)
- Provide parents opportunities to observe their children in school and opportunities to volunteer.
- Provide information about changes in curriculum or policy
- Provide informational workshops throughout the year.
- Insure access to ARIS.
- Distribute monthly newsletters.
- results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

- **Parent/Guardian Responsibilities:**

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

- **Student Responsibilities:**

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;

- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

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

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

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

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

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

Part A: School Information	
Name of School: <u>Hudson Cliffs</u>	DBN: <u>06M187</u>
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>70</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" 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>4</u>
of certified ESL/Bilingual teachers: <u>4</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: Many of the ESL students struggle to meet AMAO expectations. Many students struggle with gaining proficient on the NYSESLAT, and become stuck at Advanced, unable to make progress. These students typically are also struggling to score at level on the ELA and Math state tests. To assist in the achievement of our ESL students, after school programs will be offered to those students struggling to meet the AMAO expectations and newcomers.

-10 Newcomer and Beginner ESL students in Kindergarten and Grade 1 will be invited to a Newcomer/Beginner Literacy group. Ms. Neidish will provide direct instruction in low level literacy skills, including phonics, sight word usage and meaning, and reading comprehension skills. Every lesson will include a read-aloud focusing on the topic of the day, direct instruction of the skill, and practice using a program called Headsprout. Students will also practice their reading and speaking skills through reader's theatre, where they will have the ability to become a character in the books read aloud by Ms. Neidish. The program will require additional paper and drawing supplies for students to create images of the characters they will portray- as well as practicing the writing and reading skills taught by Ms. Neidish. This after school program will take place on Wednesdays from 2:40 – 3:40 pm, for 15 sessions from January to May 2015. Ms. Neidish is a licensed ESL teacher.

-ESL Students in grades 1-4 will be invited to a 'Literacy with Laptops' afterschool program. Students will receive direct instruction in reading and writing skills during this time. Ms. Burley will teach reading skills (fiction and non-fiction) to the students that are discussed during their content classes. Then instruct them on how to use technology to practice the reading skills taught. Using the student's independent and instructional reading levels, students will practice their reading and comprehension skills using Raz-Kids, an online reading program. Students will be motivated to read and respond by the graphics, rewards system, and game-like features used by the program. Ms. Burley will also provide direct instruction in the form of a writing workshop. Students will become more familiar with the school's Apple laptops, which will support them in the increasingly technological school culture! This program will utilize Raz-Kids and Writing A-Z to encourage developing literacy skills! There will be two sessions of this after school program. One will include the 11 students in grades 1 and 2, and will take place on Wednesday afternoons from 2:40-3:40. The 12 students in grades 3 and 4 will be invited to this program on Thursday afternoons from 2:40 to 3:40. The program will begin in January and take place for 14 weeks, until May. Both after school programs will be conducted in English. Ms. Burley is a licensed ESL teacher.

-Beginner ESL Students and Newcomers in grade 5-8 will be invited to join the ESL Technology Team. The team will be led by Ms. Brady-Price. There will be one group of 10-15 students in grades 5-8. Direct instruction in reading, writing, listening and speaking will be conducted through the use of technology (MacBook Laptops). The programs to be utilized include iReady, Bitsboard, Reading Rainbow, and BrainpopESL. The goal of this program is to encourage literacy skills through technology, which will help students succeed in school! This program will take place on Wednesdays from 2:20-3:20. There will be 14 sessions beginning in January and ending in May 2015. This program will be taught in English. Ms. Brady-Price is a licensed ESL teacher.

-Intermediate students in Grades 6-8 will be invited to join the ESL Brains and Brawns group. This group of 10 to 15 students will also be led by Ms. Brady-Price. They will focus on reading and writing through teamwork problem solving tasks. Direct instruction of reading and writing skills also being taught in their content classrooms will then be incorporated in strategy building activities, and kinesthetic learning tasks. Students will be able to make strides in their reading and writing skills through use of Raz-Kids and Writing A-Z. Using engagement to apply learning will allow the students to

Part B: Direct Instruction Supplemental Program Information

internalize the content and topics being taught. This program will take place on Thursdays from 2:20-3:20. There will be 14 sessions starting in January and ending in May 2015. This program will be taught in English. Ms. Brady-Price is a licensed ESL teacher.

-Beginner/Newcomer and Intermediate students in grades 5-8 will be invited to a Science after-school group. The students will receive direct instruction and vocabulary development practice that align with the topics covered in their science classes. Students will also have time to practice their science skills, as well as language skills, through experiments. Direct instruction will take place in English; however, Spanish will be used by Ms. Luna occasionally to ensure understanding by the newcomer Spanish speaking students. Emphasis will be placed on key vocabulary and the ability to explain concepts orally and in writing. The program will utilize science materials in the classroom, and will require additional paper for the students to use visual skills (drawing diagrams, or creating word splash diagrams) to help embed the meaning of the topics covered. The program for 10 - students in grades 5-6 will take place on Wednesday from 2:20-3:20. The program for 10 to 15 students in grades 7-8 will take place on Thursday from 2:20-3:20. There will be 14 sessions, starting in January and ending in May 2015. Ms. Luna is a Spanish bilingual certified teacher, as well as a certified Science teacher.

A supervisor is needed during these after school programs. The regular schedule of the supervisor ends at 3:00 each day. An additional hour, from 3:00-4:00, after school, twice a week, for 14 weeks, plus one day the 15th week will be needed to cover the Newcomer Literacy program (15 weeks long, once a week). This hour, which ends after the program's ending time, will allow for the younger students to have a supervisor if their guardians are late for pick-up.

Below are the dates that the program will be in session:

Wednesday: January 14, 21, 28; February 4, 11, 25; March 4, 11, 18, 25; April 1, 15, 22, 29

Thursday: January 15, 22, 29; February 5, 12; March 5, 12, 19, 26; April 16, 23, 30; May 7, 14

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: _

The ESL Coordinator attends monthly ELL Liaison meetings at the network level. Topics that may be included are: using SIOP when lesson planning, aligning ESL instruction to the CCLS, and understanding the Danielson rubric in a classroom with ESL students, among other topics.

Ms. Burley will participate in a course provided by ASPDP. The course attended will be "Content-Based Instruction Strategies for ELL-ASPDP." (This course focuses on effective content-based instructional strategies for English language learners (ELL). Learn how to balance the dual focus on language and subject matter, and also learn a helpful framework for designing content-based classes and lessons. Examine different criteria for choosing and developing the content to teach, as well as factors influencing the choice, development, and adaptation of materials. Learn several useful activity types and how to integrate listening, speaking, reading, and writing in content-based instruction with students at different proficiency levels. Explore and learn how to implement technological resources available for developing content-based curricula, and understand how assessment is affected by the use of content-based instruction.) The course begins February 16, 2015 and will run until June 26, 2015.

Ms. Burley will turnkey the information learned in the ASPDP course to the other 3 Title III Program Teachers in 8 half-hour sessions. The sessions will take place twice a month, every other Thursday morning (first and third week of the month), from February to May, from 7:30-8:00am. This course will further the knowledge of the Title III ESL Teachers, and give them new strategies and ideas that they can

Part C: Professional Development

use in planning, and throughout lessons. New ideas and strategies to be used in the classroom will benefit the ESL students and keep them engaged and learning more in new, efficient ways.

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: Our parent engagement activities for parents of ELLs will take place for one hour, three times a year. Topics covered will include: (1) Introduction to ESL learning/How to Help Your Child Succeed, offered in the beginning of the year. (2) What is the NYSESLAT? Information and Tips about the NYSESLAT, offered in February/early April. (3) Summer Stretch: How to Help Your Child Learn in the Summer, offered at the end of the year. These sessions will be provided by Ms. Burley and Ms. Brady-Price. They will be held on Tuesday The rationale for these sessions is to keep parents actively involved in their child's English language acquisition, and to promote awareness of how they can help at home.

Additionally, per requests from parents in the school, ESL student's parents will be given access to an online reading program, Raz-Kids. There will be an informational meeting in January to explain the program to parents, and to gauge approximate reading level of the parents in English. Approximately 30 families with ELL students will be invited to attend this program and utilize the reading program. Parents will then be able to practice reading at their approximate level online. Parents will have the ability to take assessments: record themselves reading, and complete a reading comprehension quiz. Ms. Burley and Ms. Brady-Price will monitor those assessments, and provide feedback for the parents through the online program on topics such as their reading rate, pronunciation of words, etc. As parents progress, their levels will increase, to match their abilities. Additionally, Ms. Burley and Ms. Brady-Price will have the ability to change a parent's level depending on their assessment abilities. Throughout the year, there will be monthly meeting after school. There will be 6 meetings, held on the third Monday of each month from 4-5pm. These meetings will be a Reading Response group. Starting with the initial meeting, parents will be split into two groups (Beginner- Early intermediate, and intermediate – early advanced) and introduced to a new topic or reading skill that will be practiced during that time, and that they should work on using through the next month. Parents can be in constant contact through the online program or via email with Ms. Burley and Ms. Brady-Price to discuss any issues with the program, or their reading/comprehension. In addition, Raz-Kids has a Spanish program that Spanish speaking parents can utilize to develop their literacy skills in Spanish. Refreshments will be offered during this program.

This program will greatly benefit the ESL students at PS/IS 187. By giving the parents the ability to practice and learn English, we are fostering a culture of learning, and academic importance at home. Parents will provide a scholarly example for their children, and create motivation for their children to work hard. Parents and students could work together to increase the literacy skills of the entire family.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	<u>\$8074.13</u> <u>618.12</u> <u>824.16</u>	Direct Instruction----- Direct Instruction----- -Literacy with Laptops----- <u>1 teacher x 2 hours x 14 weeks x 51.51 (inc. fringe) = 1442.28</u> -ESL Technology Team----- <u>1 teacher x 1 hour x 15 weeks x 51.51 (inc. fringe) = 721.14</u> -Brains and Brawns----- <u>1 teacher x 1 hour x 14 weeks x 51.51 (inc. fringe) = 721.14</u> -Newcomer Literacy----- <u>1 teacher x 1 hour x 15 weeks x 51.51 (inc. fringe) = 772.65</u> -Science ----- <u>1 teacher x 2 hours x 14 weeks x 51.51 (inc. fringe) = 1442.28</u> -Supervisor ----- <u>1 supervisor x 2 hours x 14 weeks x 52.84 (inc. fringe) + 1 extra hour in week 15 (to cover Newcomer Literacy)= 1532.36</u> -----Total: 6631.85----- Parental Engagement ----- <u>2 teachers x 1 hour x6 parent meetings x 51.51 = 618.12</u> -----Total: 618.12 ----- Professional Development ----- <u>4 teachers x 4 hours x 51.51 (inc. fringe)= 824.16</u> -----Total 824.16 -----
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	<u>\$285</u>	Professional Development ----- ASPDP courses----- <u>1 teacher x 285 per course= 285</u>
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	<u>\$2640.87</u>	Materials for Direct Instruction----- Raz-Kids: 189.90 Writing A-Z: 66.44 Brain Pop ESL: 234.00 Reading Rainbow: 60.00 NYSESLAT Prep Grades 5-8: 984 Headsprout: 189.00 Case of Paper (2): 107.98 Crayons Case(2): 107.98 Markers: 52.99

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.
		<u>Chart Tablet - 70.87</u> <u>Science supplies - 70.00</u> <u>Materials for Parent Engagement -----</u> <u>Raz-Kids: 189.90</u> <u>Supplies - 100.00</u>
Educational Software (Object Code 199)	<u>N/A</u>	<u>N/A</u>
Travel	<u>N/A</u>	<u>N/A</u>
Other	<u>200..00</u>	<u>Parental Engagement -----</u> <u>Refreshments: 200.00</u>
TOTAL	<u>11,200.00</u>	<u>11,200</u>

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

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

District 06	Borough Manhattan	School Number 187
School Name Hudson Cliffs		

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 Cynthia Chory	Assistant Principal Nilda Marrero, Robin Edmonds
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Amanda Burley	School Counselor
Teacher/Subject Area Leola Brady-Price ENL	Parent
Teacher/Subject Area type here	Parent Coordinator Denise Rosa
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent type here	Other (Name and Title) type here

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	4	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	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 arts 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	1	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)	803	Total number of ELLs	58	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	58	Newcomers (ELLs receiving service 0-3 years)	30	ELL Students with Disabilities	14
SIFE	1	Developing ELLs (ELLs receiving service 4-6 years)	15	Long-Term (ELLs receiving service 7 or more years)	13

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	30		0	15	1	0	13		4	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

* 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	6	3	2	3	2	1	10	10	9	0	0	0	0	0
Chinese	0	0	0	1	0	0	1	0	0	0	0	0	0	0
Russian	0	1	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	0	0	0	0	0	0	0	1	1	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	0	0	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	1	0	1	1	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	1	0	0	1	0	1	1	0	0	0	0	0
Other	0	0	0	0	0	0	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	0	0	0	0	1	1	1	0	0	0	0	0	0
Emerging (Low Intermediate)	1	0	1	1	0	0	1	1	3	0	0	0	0	0
Transitioning (High Intermediate)	0	0	0	0	0	1	3	1	2	0	0	0	0	0
Expanding (Advanced)	5	4	3	4	2	0	5	9	6	0	0	0	0	0
Commanding (Proficient)	0	1	1	2	4	3	2	2	1	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	1	6	5	4	4	4	4	4	0	0	0	0	0

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4					3				0
8	2		2						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:

1. 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 our school uses to assess the early literacy skills are Fountas & Pinnell, Performance Series online, and iReady.

After reviewing this data for our ELLs, it is evident that their abilities and proficiency levels are mixed in the areas of Phonemic Awareness, Phonics, Reading & Oral Expression, and Listening & Writing. As this is a time in students' lives when they are acquiring literacy skills for the first time, there is evidence that some ELLs are challenged in certain areas, while others prove to be above level. No consistent patterns were seen from the analysis of the iReady data that would reveal any particular trends at this time.

- Fountas & Pinnell is used as a tool to determine which level book is appropriate for independent reading and instructional reading for any given child. Most of our Kindergarten ELLs begin anywhere between Level A-C (Kindergarten level books). As they learn to practice their reading and comprehension strategies, they graduate through the levels. Our early elementary ELLs tend to read at a level that is approximately one grade-level below the grade they are currently in. Students in the upper school average three years below grade level.

- This information helps to inform our school's instructional plan in the following ways: (1) ESL teachers are aware of each child's strengths and weaknesses in the language skills that iReady measures and address them appropriately using intervention strategies, (2) Fountas & Pinnell gives ESL teachers an understanding of where the child is currently reading and their next steps. This formative assessment allows teachers to determine what aspects of literacy need to be focused on in the classroom. Furthermore, these assessments allow teachers to determine grouping in their classrooms. Students who have a higher independent reading level can do independent work, while the teacher focuses on those students with a lower instructional level. Texts need to be at the exact level that they challenge the students without overwhelming them. In addition, the Foundations Program (an early elementary decoding and phonics program) is taught in all classrooms Grades K-3. This program has proven successful in our school in providing a consistent way of teaching early elementary literacy skills that progress in sophistication through the early grades.

2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
The 2015 NYSESLAT data reveals that approximately 37% of our students made gains in proficiency level, including those becoming Commanding. Approximately 56% of our ELL students maintained their proficiency level. Approximately 6% or 3 of our students decreased in proficiency level. These three students are students with disabilities and are a part of our self-contained classrooms in the Intermediate School.

A majority of the students who maintained the same proficiency level are long term ELLs (more than 6 years of services) or potential long-term ELLs, which includes students with 5 or 6 years of ENL services. Additionally, many of these students also have a higher at-risk level based on the AMAO estimator tool. On the same note, a majority of the students that made progress in their proficiency level are newcomer or developing ELLs, which means they have received anywhere from 0-6 years of service.

It appears from the data that newer ELL students and students in the elementary school have a higher probability of making gains in their English language proficiency level. After approximately 5 years of services, students who have still not achieved a Commanding level in English appear to maintain a language proficiency level of Expanding.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Based on the AMAO Estimator Tool, it is clear that our school's ELL population has met the target for AMAO 2, Students who attained proficiency on the NYSESLAT. 15 of our students or 22.06% achieved Commanding on the 2015 NYSESLAT.

From looking at our school data, we can see that many of our students also made gains in proficiency level from the 2014 NYSESLAT. Approximately 8% of ELL students made progress in their proficiency level. We will strive in upcoming years to increase the percentage of students making steady gains in language proficiency. Approximately half of our ELL students maintained their overall language proficiency level.

We use this information to help us make instructional decisions for future years. Although the amount of students making progress, but not attaining a Commanding level is only at 8%, the percentage of students reaching Commanding was approximately 27%. We will continue to align curriculum with that in the classroom and promote higher order thinking across all contents.

4. 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. It appears that of the students who attained Commanding, 73% did so while in grades 1-4. Approximately 81% of the students who maintained their proficiency level were students in grades 5-8. Of that amount, approximately 77% of the students are at an Expanding proficiency level. This may be due to the higher percentage of long-term ELL students in the intermediate grades. We do not currently use and assessments in the students' home language that would allow us to make generalizations about the ELL students in our school.

- b. We do not currently use ELL Periodic Assessments.
- c. We do not currently use ELL Periodic Assessments. However, we do utilize students' home languages when it seems beneficial to the student. This typically will occur for newcomer students, however, can be used for any student who will benefit. We make use of glossaries for these newcomer students, which they have the opportunity to use on state exams (ex: Math and Science).

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](#).]

For our student who score below specified levels of performance on the NYSESLAT, our school determines whether or not there needs to be additional services to provide assistance for the particular student. Many factors including years of service, type of program, native language literacy, SIFE status, emotional needs, and previous NYSESLAT scores, are considered when deciding the next steps in the student's school needs. If there seem to be more factors than just limited years of service, it may be decided by the ENL or classroom/content teacher to add additional tiers of support to the students' instruction.

ELL students receive Tier 1 Interventions daily, through modeling, feedback from teachers, visuals, and other supports. If an ELL student fails to show signs of growth in language development, Tier 2 and 3 interventions are implemented. This would include, for

example, previewing listening passages, paired reading, choral reading, repeated readings, focus on oral language, use of differentiated graphic organizers, and many more supports.

6. How do you make sure that a student's new language development is considered in instructional decisions?
To ensure that ELL students' language development is considered in instructional decisions, ENL teachers ensure that there is a language objective that the students need to meet during a lesson or set of lessons. When focusing on a specific language function, the students can gain valuable knowledge towards becoming proficient in English, and practice this language through content which is necessary to understand the content in future grades.

Teachers consistently perform formative and summative assessments to drive instruction. From showing how well they understand with an amount of fingers, and holding up answer cards, to taking written assessments, teachers are constantly assessing the understanding and development of all students, including ELLs on all topics discussed in class.

ENL teachers are implementing the use of Targets of Measurement in all teachers common planning and unit/lesson plans. Targets of Measure are helpful for those teachers of ELLs because they show the focus on specific language purposes/functions/characteristics within a broader claim or expected ability of all students by grade bands. The use of ToM charts will help teachers create meaningful objectives for students in their classroom.

7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?
 - How are EPs performing on State and other assessments?

We do not currently have a Dual Language Program.

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
When evaluating the success of our program for ELLs, we look at the NYSESLAT data for specific trends. First, we look at the students who attain Commanding on the NYSESLAT. Then, we look at the overall percentages of ELLs who scored at the Entering, Emerging, Transitioning, and Expanding Levels. We note the percentages of students who increase in their language proficiency, those who maintain their level, and those who may decline in their proficiency level. We take into account the number of ELLs who may have IEPs. It is also important to know if a student's overall level may have dropped in part due to the transitioning into a more difficult grade band. The specific data that supports these evaluative trends can be found in questions 2-4 above.

It is important for our school and our students to make adequate yearly progress. When our students make gains and become Commanding of the English language, we know that our programs are successful. It is more difficult to analyze the success of our programs when considering students who do not make gains in their English proficiency. There are many factors in all of our students which could be helpful or harmful to their language acquisition. When we see that our students are not making adequate progress, we implement additional structures to assist our students the best that we can.

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 steps followed for the initial identification of those students who may possibly be ELLs are as follows:

Administration of the Home Language Identification Survey (HLIS).

During the registration process, the Home Language Identification Survey (HLIS) is completed by the parent/guardian of a new entrant to the New York City school system. This HLIS is available in the following languages: Albanian, Arabic, Bengali, Chinese, English, French, Hebrew, Haitian Creole, Hindi, Korean, Polish, Punjabi, Russian, Spanish, and Urdu. We have some languages spoken

within our school, including Spanish. However, if the parent needs assistance in another language, we will contact Translation and Interpretation Services to assist the parent in the completion of the HLIS. The HLIS elicits information about the new entrant's use of a home language other than English (if any) as well as the student's prior schooling. The HLIS is completed with a trained pedagogue. During high-volume registration periods, such as at the beginning of the school year, Ms. Burley (ESL coordinator) is included in the registration process to informally interview parents and assist them in completing the HLIS. During low-volume registration periods, such as an ad-hoc registration that may occur on any weekday, Ms. Burley, or other available ENL teachers, is summoned to the main office to informally interview and assist the parent in completing the HLIS. If ENL teachers are not available, administration is also able to assist in completing the HLIS.

The general guideline for determining if a student may be an ELL is based on the responses to eight critical questions on the HLIS. This guideline suggests that if there are one or more responses of 'yes' to questions 1-4, plus two or more responses of 'yes' to questions 5-8, then the child is a potential ELL and should be tested. While the informal interview with the adult may reveal that the child really is not an ELL (and therefore overrides the aforementioned guideline), if there is any doubt we will still test the child to make sure. Guiding questions for the informal interview are kept in the ELL Filing cabinet in room 209.

Determining NYSITELL Eligibility

Once the HLIS has been reviewed, and an informal interview is conducted by Ms. Burley, or another trained pedagogue, the home language code is determined. If the home language is indeed English, a code of 'NO' is entered on the HLIS. If the home language is one other than English, the code assigned to that language is entered on the HLIS. The HLIS is then signed. The original HLIS is stored in the student's cumulative folder, and a copy is stored in the ELL Parent Communication Binder, located in Room 311.

Administration of the NYSITELL.

If the child is determined to be a potential ELL, the NYSITELL is administered within the first 10 days of enrollment. The results are used to determine initial identification of ELL status, and therefore their entitlement to ELL services. After administration, the assessments are scanned and uploaded into ATS, also within 10 days of enrollment.

If the child scores at or above a level of proficiency designated for that grade by the State of New York, the student is identified as a non-ELL. In this case, the parent/guardian is notified in writing via the Non-Entitlement after NYSITELL Letter. This letter informs them of their child's score on the NYSITELL, and the resulting non-entitlement to ELL services.

If the child scores below a level of proficiency designated for that grade by the State of New York, the student is identified as an ELL. In this case, the parent/guardian is notified in writing via the Entitlement Letter within five days. This letter informs them of their child's score on the NYSITELL, the resulting entitlement to ELL services, and a brief description of the three programs available to their child in the City of New York. This letter also invites them to a group ELL Parent Orientation Session scheduled to take place in our elementary school library in mid-September. Contact information is provided so that individual parent orientations may be scheduled in the event that the parent cannot attend the scheduled group orientation meeting, or the date has already passed. In this event, the parent orientation will take place individually with Ms. Burley in her room, Rm. 311, at the parent/guardian's earliest convenience.

For newly admitted ELLs whose home language is Spanish, Spanish speaking personnel administer the Spanish LAB assessment to determine their literacy skills in Spanish for reading, writing, listening, and speaking.

The ATS NYSITELL and Spanish LAB score reports are kept in the ELL Data Binder, located in room 311.

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).
Teachers administer the oral SIFE interview questionnaire. For students with home languages of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, the LENS is administered. If the LENS identifies the students as SIFE, it is noted in ATS within 30 days. Final decisions can be made up to a year later. SIFE status is removed when students reach intermediate/Transitioning 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).

As with all new students registering, parent of students with IEPs complete the HLIS. If the HLIS identifies that the student is eligible to receive an informal interview or NYSITELL, based on the answers to the questions in part 1 and part 2 of the HLIS, the Language Proficiency team will determine whether the student requires ENL services. The LPT assesses the student based on interviews, prior school work, or informal assessments. The LPT, the Principal, and lastly, the Superintendent make the decision as to whether the student should or should not take the NYSITELL.

The Language Proficiency team consists of: Nilda Marrero (administrator), Amanda Burley (ENL Teacher), and Kerri Brown (IEP Teacher), as well as the parent of the student in question.

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.

After each eligible student takes the NYSITELL, and the student is found to be entitled to receive ELL Services, an entitlement letter is sent home. Each letter that is sent home is accompanied by a receipt, which the parent is informed to sign, date and send back to the school. These receipts, as well as a photocopy of the original letter sent home are kept in the Parent Communications Binder, which is worked on and updated by the ESL Coordinator. Attached to this copy is a screen print of the ELL Parent Program Choice (ELPC) report in ATS, where this parent choice is captured by the system. The original Parent Survey and Program Selection Form is stored in the student's cumulative folder.

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 Entitlement letter, or non-entitlement after NYSITELL letter, which is sent home in English and the parents preferred language of communication, informs parents that if they feel their child's ELL status should be reviewed and/or reassessed, they can request re-identification of ELL status by contacting the school within 45 days of their child's enrollment. Additionally, with the parent's written consent, a teacher can request re-identification of a student. This process must be initiated within 45 days of enrollment, and must be completed within 10 days of written notice to the principal.

A parent can call the ENL teacher, or administration to discuss the possibility of ELL status re-identification. Written request to begin the process of re-identification must be in writing and sent to the principal. AN ENL teacher that was not a part of the original identification process will be asked to review the documentation related to the identification process (HLIS, interview notes, NYSITELL score, etc.). Additionally, the school will look at the student's school work, and any work done in the student's home language. Although an ENL teacher is asked to help review the documentation, the final decision is made by the principal.

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.

When parents receive written notification in their home language that their child is eligible for ENL services, they are also introduced to the three ENL programs offered in NYC schools. The Entitlement letter, which is sent home within 5 days of ELL determination, informs parents of the time and place of the ELL Parent Orientation Session. The ELL Parent Orientation Session is scheduled to take place in the elementary school library in mid-September, taking place before the 10th day of school. Additionally, individual orientation sessions are also scheduled at the parent/guardian's convenience on an ongoing basis throughout the school year. Evening sessions may be scheduled to accommodate the needs of working ELL parents, if requested. Sessions tend to last anywhere between 30 and 90 minutes, depending on attendance and the level of discourse. If parents do not complete the Parent Survey & Program Selection Form at the orientation, they have 5 days to complete the paperwork and return it to school. If the paperwork is not returned, the ENL Coordinator will resend the Parent Survey and Program Selection Form. Attempts will be made to contact the parent by phone, or in person, at dismissal, to check on the completion of the paperwork. The ENL Coordinator will document attempts to gather initial parent selection preference.

At this orientation ELL parents:

1. Receive a walk-through of the Parent Survey and Program Selection Form, given in both English and the parent's preferred language,
2. View the Orientation DVD for Parents of Newly Enrolled ELLs (available in Albanian, Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Polish, Punjabi, Russian, Spanish, and Urdu),
3. Are presented with the highlights of Title III and CR Part 154 funding, so that they are informed of their child's rights and their rights as parents of ELLs,
4. Are provided an explanation of the Common Core Standards, assessments, and expectations for ELL students,
5. Are provided an opportunity to ask questions about available bilingual/ESL services and program models
6. Are provided individual assistance, if necessary, in completing the Parent Survey/Program Selection Form.

Our legal obligation is to inform parents about, and answer their questions pertaining to, the three programs available to their child - Transitional Bilingual Education (TBE), Dual Language (DL), and Freestanding English as a New Language (ENL). We do not make

recommendations or in any way try to sway the parent/guardian into choosing one program over another. Parents/guardians are informed that if a total of 15 requests for TBE or DL are made in two consecutive grades for a specific native language (such as Spanish or Russian), our school is legally compelled to open such a program. We now keep a formal record of such requests. In the event that a TBE or DL program is opened, we will be able to use this record to call back parents who may have requested such programs in the past.

Parents who wish to enroll their child in a program that we do not currently offer are informed that their child may still attend our school while enrolled in a program we do offer, and that their preference for the currently non-offered program is duly noted and they will be called back in the event of that program being opened in the future. However, if a parent/guardian wishes to move their child to another school that offers a program that we do not, we assist them by providing a hard copy list of local schools (obtained from the Office of English Language Learners' website) that can immediately satisfy their request.

If the parent does not return the form within 5 school calendar days, and after attempts to retrieve the form by teachers, the student is placed in ENL (we do not currently have a bilingual program).

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.

As mentioned in the previous answer, when the student takes the NYSITELL and becomes eligible for ENL services, the ENL coordinator sends home the Entitlement Letter and Parent Survey & Program Selection Form to parents. The Entitlement Letter includes an invitation to the Parent Orientation, which occurs within 10 days of student enrollment, where the Parent Survey & Program Selection form will be discussed. Parents who come to the orientation can complete the Survey & Selection form and hand it in at the end of the meeting. Parents additionally can take home the form, but need to return it to the school within 5 calendar days.

If parents are unable to attend the Parent Orientation, the ENL Coordinator will work with the parent to set up an individual meeting time to relay the information discussed in the answer above. If the parent and coordinator are unable to meet, and the paperwork is not returned, the ENL Coordinator will resend the Parent Survey and Program Selection Form. Attempts will be made to contact the parent by phone, or in person, at dismissal, to check on the completion of the paperwork. The ENL Coordinator will document attempts to gather initial parent selection preference. The parent coordinator can be utilized to try to gain contact with the parent and relay the importance of the Survey & Selection form, and set up any additional meetings or other needs of the parents.

In ATS, the program selection will be entered based on the parent's selection on the Survey & Selection form. The ELPC page, when completed, is printed and a copy is kept in the data binder to keep track of parent program selection. Upon no return of the Survey & Selection form, the ENL coordinator will enter "N" indicating that the Survey & Selection form was not returned with a program choice. That student is defaulted to a bilingual program; however, since we do not currently have a bilingual program, the student will be entered into our ENL program.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. We create a document which lists in a table all of the ENL students, and all of the Parent Notifications. As we receive the documents or 'receipts' back from the parents, it is noted in this chart. Additional for the Parent Survey & Program Selection Form, we utilize the ELPC screen in ATS to inform us of which parents have not chosen a program.

If the parent and coordinator are unable to meet, and the paperwork is not returned, the ENL Coordinator will resend the Parent Survey and Program Selection Form. Attempts will be made to contact the parent by phone, or in person, at dismissal, to check on the completion of the paperwork. The ENL Coordinator will document attempts to gather initial parent selection preference. The parent coordinator can be utilized to try to gain contact with the parent and relay the importance of the Survey & Selection form, and set up any additional meetings or other needs of the parents.

Upon no return of the Survey & Selection form, the ENL coordinator will enter "N" indicating that the Survey & Selection form was not returned with a program choice. That student is defaulted to a bilingual program; however, since we do not currently have a bilingual program, the student will be entered into our ENL program.

9. Describe how your school ensures that placement parent notification letters are distributed. Once an ELL has been identified, they are placed in the appropriate program, based on parent selection. We currently offer Freestanding ENL, due to a lack in number of parents requesting TBE or Dual language. The Program Placement notification letter is sent home in English and the parent's preferred language. The letter includes the program placement for the entire school year, and a brief explanation of the NYSESLAT exam as the vehicle for exiting the program.

For parents who attend the Parent Orientation or individual meeting and complete the Parent Survey & Program Selection form, the ENL Coordinator gives the parent the placement notification letter, and keeps a signed receipt. For parents who do not return the Survey & Selection form, the placement notification letter will still be sent home, indicating their child was placed in an ENL program.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
Our school utilizes an ELL Student Binder. In the binder, each student has a clear page protector. Each student has a cover sheet which outlines the students general information, such as Home Language, OSIS, entry date to NYC DOE, proficiency level, and class number, as well as documents that are in the protector: Yellow copy of HILS, parent option form, and yearly notifications, Entitlement letter/receipt, Continued entitlement letters/receipts, for each year, and Transitioning/Non-Entitlement pages.

In addition, the original HLIS and the Parent Option Form are kept in the student's cumulative folder.

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.

Steps taken to ensure all ELLs receive the NYSESLAT annually are (1) review the RLER report on ATS which details all students who are ELLs and are entitled to take the NYSESLAT exam, (2) the NYSESLAT coordinator, testing coordinator, and Assistant Principals schedule rooms and times for administering all four sections of the exam during the administration windows. Students who are absent on the day of NYSESLAT administration for any of the four parts are administered make-ups in subsequent days, when all initial testing sessions are finished being administered.

Students are grouped based upon their grade band and testing accommodations based on IEPs. Each section of the test is scheduled for a different day, starting with speaking, then the three sessions of combined listening, reading, and writing. The speaking section of the exam is administered by an ENL teacher who is not the students ENL teacher. The three remaining sections are administered by ESL teachers and other available staff.

The NYSESLAT is used to determine the proficiency level of the student and their potential continuation of ELL services in the next academic year. Those scoring at Entering, Emerging, Transitioning, and Expanding will continue to receive services until they score Commanding, at which point they will still receive a lesser amount of ENL Services for two years. Additionally, students scoring Expanding on the NYSESLAT and a 3 or higher on the ELA exam will also qualify as Commanding, and receive the two years of limited services.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
If the child scores below a level of proficiency designated for that grade by the State of New York, the student is identified as a continuing ELL. In this case, the parent/guardian is notified in writing via the Continued Entitlement Letter. This letter informs them that their child's scored on the NYSESLAT indicates that they are still entitled to ELL services.

If the child scores at or above a level of proficiency designated for that grade by the State of New York, the student is identified as no longer entitled. In this case, the parent/guardian is notified in writing via the Non-Entitlement/Transition Letter. This letter informs them that their child scored well on the NYSESLAT and that they are no longer entitled to ELL services.

The Continued Entitlement Letter and the Non-Entitlement/Transition Letter are available in the following languages: Albanian, Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Polish, Punjabi, Russian, Spanish, and Urdu. Copies of all letters sent to parents of ELLs are stored in the ELL Student Binder, located in Room 311, with attached acknowledgements signed by the recipients. When the school receives these receipts, they are also kept in the student's individual section of the ELL Student Binder.

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/Program Selection Forms for the past few years, the trend in program choices that parents have been requesting for their children clearly indicates that the Freestanding ENL model is preferred.

We have not received the minimum of 15 students requesting Transitional Bilingual or Dual Language programs.

The Freestanding ESL program we offer is fully aligned with parent requests.

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.

In Freestanding Enl, students are seen both in integrated and stand alone programs. In grades k-4 ELL students are found in each classroom. The proficiency level of the students in each of these grades is heterogeneous. The ENL teacher pushes into the ELA or content classroom, fulfilling the needs of students accordingly. Transitioning- Commanding students required minutes are fulfilled during this time. In addition, the stand alone program is utilized to fulfill the remainder of the Entering-Emerging students required minutes. The grouping in these grades includes a range of student age (while staying within the 2 contiguous year requirement), while trying to stay as closely homogeneous in language proficiency as possible.

- b. TBE program. *If applicable.*

N/A

- c. DL program. *If applicable.*

N/A

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

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

In order to ensure that students are receiving the correct amount and type of instructional ENL minutes in our Freestanding ENL model, we utilized information from table 5.1 below, which includes the following information. Students with a language proficiency of Entering or Emerging require 360 minutes of ENL instruction per week. For Entering students, the time is split between integrated ELA and stand alone ENL. The same can be done for Emerging students, however it is only required that 90 minutes of their time be stand alone ENL, which allows for that extra 90 minutes to be covered in an integrated ELA or content classroom.

Transitioning and Expanding students are required to receive 180 minutes of ENL instruction. Transitioning students are required to receive 90 of these minutes in integrated ELA, allowing for the other 90 to be Stand Alone ENL, or integrated content. Expanding and Commanding students are not allowed to receive time in Stand Alone ENL, and are therefore allowed their 180 or 90 minutes, respectively, in integrated ELA or content classrooms.

ENL teachers and content area teachers utilize a co-teaching model to provide the integrated ENL services above. Two teachers have dual content and TESOL certifications and are able to provide integrated services to ENL students in this way. Stand Alone ENL is taught by an ENL teacher in a separate classroom.

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.

Core content is delivered to students in each program model. In Integrated ENL there is both a content and an ENL teacher. In Stand Alone ENL, the ENL teacher provides small group instruction for language objectives. All instruction is delivered in English.

In all classrooms ELL Strategies are implemented, such as modeling, use of pictures, addressing language focuses in the content, and many more.

The content areas for ELLs are delivered in the following way. In ENL, each lesson has a double objective. The first objective is a content area objective (science, social studies, literature, etc.). The second objective is to learn and practice a new English language structure (spoken and written). This new English language structure is taught within the context of the content area objective, which

gives students an opportunity to reinforce new academic vocabulary and concepts while learning to speak, listen, read, and write in English. While Freestanding ENL is usually considered to be a 100% English immersion program, our ENL teachers do provide native language support as needed. Content is delivered via Integrated and Stand Alone ENL services. We do not offer Dual Language or Transitional Bilingual Education at this time.

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

We do not currently assess students in their native language. When we receive a new Spanish-speaking ELL, we administer the Spanish LAB-R assessment. This way, we have a good understanding of the literacy skills they bring with them from their native language in reading, writing, listening, and speaking. For ELLs of other language backgrounds, we interview the parent at the ELL Parent Orientation to find out from them how the student has been faring in literacy in their native language.:

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

ESL teachers are constantly administering formative assessments or making assessments on student growth through observation in the classroom. These assessments can range from quizzes or exit tickets in a content class (typically writing), to assessments specifically focusing on a modality, such as verbally responding to questions from a teacher or peer. As Language teachers (and content teachers) we are always looking for products of student work to make educated decisions about our teaching focus. In every class, students are consistently using all four modalities of English acquisition. Additionally, data from iReady is used to assess the students' abilities in Listening, reading, and writing.

We do not currently use ELL Periodic Assessments.

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

Our plans for differentiating instruction for specific ELL subgroups are as follows:

a. Students with Interrupted Formal Education (SIFE):

This year, we have no ELL students with SIFE status who are entering New York City Public Schools in sixth through eighth grade. In the event that we were to receive a potential SIFE student in that age group, we will use the Academic Language and Literacy Diagnostic (ALLD) tool to ascertain status. It will only be administered to students who report more than a two year interruption in their formal education, and are entering grades 6-8. In addition, we will use the SIFE Oral Interview Questionnaire to determine the number and length of interruptions. This questionnaire is available in the following languages: Albanian, Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Polish, Russian, and Urdu.

When deemed necessary, SIFE students will meet with the school's guidance counselor to discuss their feelings about being either older than their grade-level peers or having less experience in a school environment. It is important that SIFE students are aware of their situation and that there are staff members who care about them and are available to counsel them. Instruction for SIFE students will be differentiated on a student by student basis depending on their specific areas of need. Extra help will be offered within and outside regular school hours to practice foundational skills. SIFE students are highly encouraged to join the Title III ELL after School Programs.

In their first year of schooling, students are exempt from taking the ELA exam. They are offered to take the Math or Science exam in their home language, if available. After their first year, these students also continue to receive time and a half on state testing.

b. Newcomer ELLs

For our newcomers who have had less or no school instruction, we use a program called Reading Rods for English Language Learners – Newcomer Themes. This kit offers forty lessons organized around ten themes that are immediately useful to newcomer students. Themes such as school, family, food, and clothing help children acquire important vocabulary for day-to-day communication. Other themes pave the way for content-area learning by introducing concepts such as time, money, transportation, and communities.

For children who are pre-literate, we emphasize oral language and shared writing activities, along with writing basic

sentences. We combine language instruction with literacy activities such as phonics and word work.

A website that has proved useful is edhelper.com. This site, among other things, contains a section of Basic English language themes, such as objects in the classroom, forms of transportation, colors, shapes, etc. Teachers and students can print a picture word wall with reading and writing activities that utilize the vocabulary within each theme.

In their first year of schooling, students are exempt from taking the ELA exam. They are offered to take the Math or Science exam in their home language, if available. After their first year, these students also continue to receive time and a half on state testing.

c. Developing ELLs

These students are either ready to test out of ESL services, or are at risk of becoming Long-Term ELLs. Teachers constantly and consistently use formative assessments to ensure that they know whether or not the student needs more support than other ELL students. These ELLs typically have mastered BICS, and are working towards their CALP. Testing practice and lessons designed to assist students in building stamina (such as various writing activities throughout units, and complex math problems) are used in the classrooms for all students. These content based testing strategies ensure that students are gaining the content of the unit, as well as grammar, form and other important understandings needed for real-world experiences. These students also continue to receive time and a half on state testing, in addition to any other testing accommodations listed on their IEP, if applicable.

d. Long-term ELLs

For these students, their continuation in ESL may be more of a literacy deficiency rather than an English language deficiency. While they are no longer funded by the state, we continue to service them in our core program during the regular school day. Also, we have noted that all of our Long Terms ELLs are also Students with Disabilities, so they receive services in a classroom with a low student-to-teacher ratio in ICT. In this way, these students receive more personal attention. These students also continue to receive time and a half on state testing, in addition to any other testing accommodations listed on their IEP.

To supplement the core program, ELLs and LTEs also have access to small group instructional groups in the After School Enrichment program (subject to availability of funds). They can receive these services with an ENL teacher, in addition to content teachers.

e. Former ELLs

These students receive support after performing Commanding on the NYSESLAT for two years. Receiving 90 minutes weekly for these two transitioning years of support is extremely helpful to the student as they merge into mainstream classrooms with limited support. They will continue to receive ENL support as Developing ELLs do, in Integrated ENL or Content; however, they receive services at a reduced amount. These students also continue to receive time and a half on state testing.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.
After 6-12 months from the date of the superintendent's notification, the principal must review the Re-identification Process to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with the student's teacher, an ENL teacher, the parent/guardian and/or the student. If it is determined that the student has been adversely affected by the determination, the principal must provide services to the student, and may reverse the determination within the same 6-12 month period.

If it is determined the student does not need ENL services, she must consult with the superintendent or their designee. Within ten days following, a final decision must be made in writing to the parent, guardian or student.

Chart How do 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?

ELLs identified as having IEPs require specialized education, and social and psychological services in order to maximize their full potential. ENL teachers and service providers collaborate to help these students overcome their learning obstacles. ELL-SWDs have access to the same grade-level resources as their General Education counterparts with scaffolding to make the material more comprehensible and accessible, such as graphic organizers and audio/visual supports, use of technology, and small group instruction, when required.

Students receive high interest books that provide them access to the content being discussed in class. ENL teachers and Special Education Teachers work together to develop the text based discussions to benefit all students with learning needs.

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

We currently serve our ELLs-SWDs in the least restrictive model, ICT. The ICT teachers implement instructional strategies using grade-level materials that are designed to meet the unique needs of ELLs and SWDs. They collaborate during weekly common planning periods to ensure that instruction is differentiated to meet the students' needs. In the classroom, special groupings occur when the lesson calls for it, and the communication between teachers allows for this grouping to be purposeful. ENL teachers are in constant communication with Special Education teachers to report student progress, as well as updated information and policies.

We ensure that ELL-SWDs receive all services mandated on their IEPs by scheduling their services during different times of the week/day so as not to overlap with one another or with required ELL instructional minutes.

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	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 <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(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.

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

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

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

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

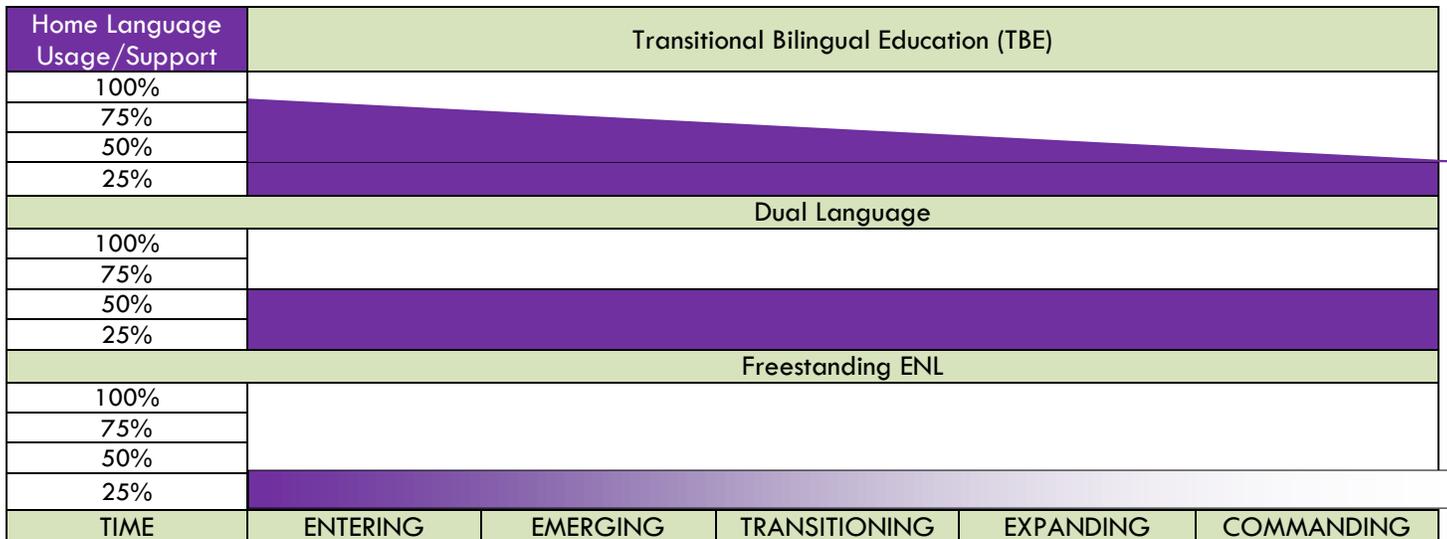


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. Targeted intervention programs for ELLs in ELA include using Wilson Reading System. Students work with Wilson daily, in addition to receiving ELL strategies such as visuals and reading techniques. Other strategies include modeling, and creating opportunities for developing background knowledge, such as field trips and hands on activities.

In math, students receive manipulatives which allow them to see concepts in various different ways.

In Social Studies and Science, targeted intervention uses the same strategies as would be used in a Literacy class. Modeling, previews of texts, close readings, and paired readings are all utilized to ensure students gain the most language and content from lessons.

11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

In our current programs, ENL teachers are meeting the needs of students in both content and language development. In the elementary school, Ms. Burley and Ms. Neidish teach ENL through content, and always utilize a language objective for the lesson. In the middle school, the students receive ENL support through their content classes from Ms. Daskaris and Ms. Castro. In this way, the students are receiving direct content and language support. Students also receive ENL services with Ms. Brady-Price, who uses ENL strategies to develop language lessons based on content being discussed in content classrooms.

12. What new programs or improvements will be considered for the upcoming school year?

We are constantly on the lookout for programs and other ideas that can improve the quality of learning for our students. One major concern is the discrepancy in grade level and reading ability. One program will utilize is Raz-Kids, an online reading program that give students access to books at their level, along with reading comprehension questions. Another improvement we are continuing to build upon in our middle school, particularly, is the amount of high interest, low reading level books for students to become engaged in.

13. What programs/services for ELLs will be discontinued and why?

No programs will be discontinued at this time.

14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

ELLs are afforded equal access to all school programs. They are fully represented in programs such as Technology, Music, Architecture, and Art. Additional afterschool programs offered in the past include Scrapbooking, Book Clubs, Board Game Clubs, and sports. All students are invited, and encouraged to join these programs.

Enrichment activities specifically designed for ELLs to be determined based on our Title III funds. All help to foster socialization for ELLs. ELLs are invited to these programs by letter sent to their parents/guardians. ELL attendance at these Title III programs is closely monitored to gauge participation. Also, because of the lower teacher-student ratio, students are able to participate more and receive more personalized attention.

Last year, three supplemental services were offered to our ELLs. In the middle school there was a Brains and Brawns Club, which integrated English language skills and team sports. In the elementary school there was a Literacy with Laptops group, and for Kindergarten, Ms. Neidish, our librarian, held Reader's Theater.

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.

Kindergarten ENL follows closely with the topics discussed in the Kindergarten classrooms, when possible. If the students are struggling to perform basic skills necessary to truly engage in their classwork, Ms. Neidish develops lessons that include the following:

- Differentiated instruction in every lesson matches the needs of ELLs at all stages of language acquisition.
- Three key strands – thematic units, phonics, and guided reading – offer flexibility to customize instruction to meet whole- or small-group classroom needs.
- Thematic approach, based on TESOL and content standards, meets critical accountability needs. It provides social studies, science, and math content embedded throughout the program.
- Little books, written to a leveling system specifically created for ELLs, use both reading and language learning criteria to deliver vital comprehension strategies. (Rigby)

- Systematic phonics lessons provide a strong foundation for building fluency.
- Interactive, multisensory activities engage children's diverse learning styles.
- Materials include: manipulative charts, chant posters, newcomer books, big books, audio CDs, language learning masters, home-school connection masters, writing resource guides, reading strategy cards, child-friendly computer software, and picture cards.

ENL for grades 1-8 utilizes ENL strategies through teaching of content areas, such as Social Studies and Science. We have access to Brain Pop and Brain Pop Jr. which has videos that focus on specific content topics. Also, we have access to Brain Pop ESL, which focuses on grammar and vocabulary development.

Grade K – 4 materials from the Florida Center for Reading Research (<http://www.fcrr.org>) have been downloaded to further differentiate instruction in five language learning strands: phonemic/phonological awareness, phonics, vocabulary, fluency, and comprehension. These activities may be independent, pair, or group-work activities that address students' varying learning styles. We also utilize Reading Rods Newcomer theme, Word Building, and Sentence Building to assist the students with their English grammar understanding.

ELLs in grades 1-4 have accounts to access www.raz-kids.com (subject to availability of funds), an interactive website that allows students to listen to and record stories at their level and moving at their own pace. Students gain stars with each book read, with which they can "purchase" icons in the raz-rockets gaming area.

A number of websites including funbrain.com, starfall.com, brainpop.com, brainpopesl.com, brainpopjr.com and others offer students an engaging interactive way to practice their English.

In addition to pre-fabricated teaching materials, the ENL teachers often create their own teacher-made materials to differentiate instruction and suit the current needs of their students. They are working with Creative School Services professional developers and education specialists to enhance their differentiated instructional skills through assessment and tiering.

Sheltered Instruction has been implemented in grades 5-8. Sheltered Instruction is an approach in which students develop knowledge in specific subject areas through the medium of their second language. Our teachers modify their use of English to teach core subjects, (math, science, and social studies) in order to ensure that the material is comprehensible to learners and that it promotes their second language development. They adjust the language demands of the lesson in many ways, by modifying speech rate and tone; direct instruction of vocabulary and grammar; repeating key words, phrases, or concepts; using context clues and making extensive use of modeling strategies; relating instruction to students' background knowledge and experience; and using certain methods familiar to language teachers (demonstrations, visuals, graphic organizers, or cooperative work) to make academic instruction understandable to students of different second language proficiency levels.

Content Area Instructional Materials that are used to support ELLs in MATH are: Go Math (Grades K-5) and Impact Math (Grades 6-8). Math games, manipulatives, and interactive SMART Board activities are utilized. Math lessons are differentiated to support ELLs and Special Education students.

Content Area Instructional Materials that are used to support ELLs in Social Studies are social studies Trade Books (Grades K-8). These books give ELLs access to content in other ways than just textbooks. This year we also received new Social Studies Texts Books from McGraw Hill. These lessons are supplemented with video, internet web site, Weekly Reader, National Geographic magazines for kids, Time Magazine for Kids, and local newspapers. Social studies lessons are differentiated to support ELLs and Special Education students.

Content Area Instructional Materials that are used to support ELLs in Science are Foss Kit (Grades K-5), Glencoe Science (Grade 6), and Lab-Aids & Setup (Grades 7-8). These lessons are supplemented with videos, hands-on science labs, the Annual Science Fair, and science field trips. Science lessons are differentiated to support ELLs and Special Education students.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Native language support, particularly for newcomers, is provided whenever possible. Since Spanish is our high-incidence language, our ENL teachers' Spanish-language ability ranges from functional, to moderate. For speakers of other languages, there are free websites available to ENL teachers to learn key phrases needed to help a newcomer feel welcome and at home as they begin to acquire English. We may also find another student in the building who comes from a similar language background and pair them up to help ease the transition. Students also have access to bilingual dictionaries, when possible. We also have utilized free online translation services to help us translate written communications for students and their families. Parent Bulletins are sent out in English

and Spanish, and there are Spanish language resources on the school website.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
All forms of resources and support listed above for grades K-8 are age-appropriate and they are based on contemporary research in the field of teaching English to ELLs. All ESL instruction is aligned with the new Common Core Standards according to their grade level. In groups, ENL students receive instruction that is aligned to their grade level.
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).
At the beginning of each school year, the Parent Teacher Association holds an Orientation Meeting in the cafeteria for new families, including the families of ELLs. At the beginning of this school year, they also held an International Pot Luck Dinner, where families were able to bring multi-ethnic food to share with other families in the neighborhood.
19. What language electives are offered to ELLs?
At this time, a Spanish language course is offered to Grade 5, 6, 7 and 8 students. Students taking advantage of this opportunity include ELLs and non-ELLs.
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)?

We do not currently have a Dual Language program.

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.)
ENL teachers will provide professional development and workshops for other teachers and personnel including Guidance Counselors, secretaries, and parent coordinators in the school. Topics covered will include
 - ELL students and the Common Core
 - Integrating language objective in lessons
 - ELL strategies in the content classroom
 - Using Targets of Measurement for Meaningful Lesson Objectives
 - Collaborative teaching in an integrated classroom
 - Understanding the differences between BICS and CALP
 - Understanding the differences in Language Acquisition and Language/Learning Disability

ENL teachers specifically will attend professional development through ASPDP, and other sources such as those offered by the boroughs or UFT. Topics will include:

- Writing across all subjects
- ELLs and the common core classroom
- Collaborative teaching
- Supporting English Language Learners
- Use of RTI in Second Language Classrooms

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 professional development opportunities that are offered will support all teachers in engaging ELL students in the Common Core Learning Standards. Teachers will have the opportunity to observe, manipulate and create meaningful supports for their classroom or specific needs. Teachers will learn about and practice writing language objectives based on CCSS and ToMs to help them keep their ELL students focused and engaged in the lessons. Additionally, at workshops, teachers will have the opportunity to work in groups or pairs and help each other to implement language objectives, scaffolds for ELLs and make other adjustments to their lessons. ENL teachers and Content teachers will also have the chance to practice co-teaching in front of their peers to allow for a healthy conversation on what ‘works’ or doesn’t feel right to them in that situation. These activities will benefit the teachers and the ELL students in their classroom.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Being a K-8 school, our fifth grade class serves as a transitional year for elementary school students to make the move to the middle school. They are co-located on the same floor with middle school students, and travel to other rooms for specific content and specialty classes. They are assigned lockers as are the middle school students, and a foundation of expectations is laid during this critical year. By the time they enter grade 6, they are ready for middle school and know fully what is expected of their behavior both socially and academically.
Ms. Julie McCullough, our Guidance Counselor, supports both students and staff during this critical transition. She meets with every Grade 5 student on a regular basis. Ms. McCullough is a licensed guidance counselor and she attends PD offered by the DOE specifically designed for guidance counselors, which includes training on how to provide services to ELLs.
Elementary classrooms are integrating Lion’s Quest into their curriculum. This program focuses on the social emotional needs of students. The teachers were able to attend a workshop on how to implement Lion’s Quest in their classroom. Lion’s Quest focuses on understanding, acceptance, and tolerance for all students.

Transitional grades receive “Advisory” classes during the school day. In these classes the students and teacher can discuss any issues that may be felt among all students as they transition, or prepare to transition into another aspect of their schooling.

4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

In addition to professional development opportunities offered in school, ENL teachers are aware of PD opportunities for themselves, as well as classroom/content teachers. At PD meetings and workshops an attendance page is signed and kept in the Professional Development file in room 311 with an agenda for the meeting. When attending outside PD opportunities, teachers are required to provide proof of attendance with the agenda for the PD/workshop.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?
In accordance with collective bargaining agreements, ENL teachers will plan to make individual appointments with all ELL student parents. We will work to accommodate all parents' needs in terms of timing of the meeting, to translation services. The parents are asked to come to this yearly individual meeting to discuss the goals of the program, their child's language development progress, their child's English language proficiency assessment results, and language development needs in all content areas. When applicable, classroom or content teachers will also be asked to attend the meeting. We plan to have these meetings in January as this provides enough time after our initial parent teacher conferences to implement any next steps discussed. January also allows us to remind parents of the NYSESLAT and the requirements for that exam.
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.
Records of contact/meetings with parents are logged by individual teachers. The date, participants, and topics discussed are fully recorded to ensure full understanding. If decisions or next steps are made, the teacher may ask the parent to sign in their record book as proof of the meeting. This method is used with all teachers and parents, including when classroom teachers meet with the parents of ELLs in their classroom. This year, both classroom and ESL teacher will be present during meeting that involve the integrated ENL class.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
Throughout the school year, we host several Literacy Celebrations, Music and Art shows and field trips, all of which require parent attendance and participation to make them successful experiences. Parents feel very welcome to come to our school and volunteer their time in and out of the classrooms. PTA meetings provide live translations throughout.
Class Parent Representatives (one in each homeroom) play an intermediary role between teachers and the parent community. They help the teacher plan class events, solicit parent volunteers, and encourage parent participation.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
The school utilizes the information gained by the Parent Teacher Association (via surveys, meetings, discussions with parents/teachers) to determine the needs of parents. If there is a request, or a common need noticed within parents, we will work together to provide workshops or services to the parents. Additionally, when there are parent workshops planned by the DOE, our ENL teachers and our Parent Coordinator will share this information with our parents. The PTA organizes a pot-luck dinner for all parents at PS/IS 187, focusing on including new parents to the school and parents of ELL families. Many families in the neighborhood speak the languages represented by students in our school.
5. How do you evaluate the needs of the parents?
We formally evaluate the needs of our ELL parents via a Needs Assessment Survey (designed in-house and provided in English and Spanish) and the Learning Environment Survey (provided as part of the Progress Report.) In addition, parents are welcome to informally express their needs to the Principal and Parent Coordinator any morning, as they are both on the steps of the front entrance greeting students and their families as they enter the school. Beginning two years ago, our principal meets with parents over coffee and refreshments on a monthly planned "Coffee with Chory", where parents of all students (including parents of ELLs) are welcome. In addition, our Parent Coordinator is fully bilingual in English and Spanish, and is invaluable in helping to evaluate ELL parents' needs.
6. How do your parental involvement activities address the needs of the parents?
Our parental involvement activities address the needs of the parents in that they provide parents with easy access to their child's classroom teachers. In addition, we provide translators as needed. With Title III funds, we plan to hold parent workshops to assist parents in their English language development.

D. Additional Information

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

Paste response here:

School Name: **Hudson Cliffs School**

School DBN: **06M187**

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)
Cynthia Chory	Principal		
Nilda Marrero/	Assistant Principal		
Denise Rosa	Parent Coordinator		
Amanda Burley	ENL/Bilingual Teacher		
	Parent		
Leola Brady-Price/ ENL	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	School Counselor		
	Superintendent		
	Borough Field Support Center Staff Member _____		
	Other _____		
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **06M187** School Name: **Hudson Cliffs**
Superintendent: **R**

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.

During registration, parents and guardians are asked to inform the school of their preferred language of communication. With this information, we know whether it is necessary to provide translation services for that parent. The staff in charge of conducting registration are fluent in both English and Spanish, and provide assistance when needed. We also utilize information from the student's blue cards located in the main office, and parent surveys conducted by the Parent Teacher Association to fully understand the language preferences of our families.

As stated in our Language Allocation Policy, approximately 7.22% or more of our students come from other-than-English speaking households, with a majority of these families speaking Spanish. Due to this data finding, our Parent Bulletins are always sent out in English and Spanish.

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

English, Spanish, Albanian, Russian, Polish, and Chinese are preferred languages to many of the parents in our school. Many other languages are represented at our school; however, in some instances, families have adults which provide translation from English to their family members.

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.)

There are documents sent home by our school which require translation based on the parents preferred language. They include: Parent Bulletins, School Calendar, After-school program information, City wide notifications, and letters from administration. These documents are translated in Spanish, because it is the most frequently used second language. As indicated above, many families have members which speak English, for those who do not, we will provide translation services.

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

Our school has parent teacher conferences, parent orientation night, parent contact time on Tuesday afternoons, and ELL parent specific meetings and workshops, as well as numerous after school activities including performances, and academic shows.

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.

These documents are translated in Spanish, because it is the most frequently used second language. As indicated above, many families have members which speak English, for those who do not, we will provide translation services. At the beginning of the year for new students, we will assess whether parents need information in their home language, and act in a timely matter to have documents translated. We utilize in-house bilingual staff for written communication in Spanish.

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.

As stated above, many of our staff is bilingual in Spanish, which is our largest second language, and they are present during face-to-face meetings to provide translation services. If necessary, and requested, we will utilize LTI phone interpretation.

Part D: Training Staff on Policies and Procedures

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

During allocated Professional Development time, the ENL teachers will provide information to the staff on the many services offered by T&I, including over-the-phone interpretation services and written email services. Additionally, we will inform teachers of in-house bilingual staff who can assist in translation needs.

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 Welcome Poster and Language ID guide will be posted at the entrances to the school and with the main office and security desk. We will provide parents with the information to locate the Parent's Bill of Rights, and Parent's Guide to Language Access. These documents will be displayed in the Parent Coordinator's office.

Part F: Monitoring and Quality Control

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

Our school utilizes the NYC DOE School survey, feedback from ELL parent workshops, as well as informal discussions with teachers and coordinators.