

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

06M278

School Name:

PAULA HEDBAVNY SCHOOL

Principal:

MAUREEN GUIDO

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: The Paula Hedbavny School School Number (DBN): 06M278
Grades Served: K -8
School Address: 421 West 219th Street
Phone Number: 917-521-2060 Fax: 212-942-8177
School Contact Person: Charles Reilly, Assistant Principal Email Address: LReyes7@schools.nyc.gov
Principal: Lillian Reyes
UFT Chapter Leader: Robert Klein
Parents' Association President: Mrs. Anne Shikany
SLT Chairperson: Ms. Kristen Borhofen
Title I Parent Representative (or Parent Advisory Council Chairperson): Danielle Floyd
Student Representative(s): _____

District Information

District: 06 Superintendent: Mr. Manuel Ramirez
4360 Broadway
Superintendent's Office Address: New York, N.Y. 10033
Superintendent's Email Address: mramirez4@schools.nyc.gov
Phone Number: 917-521-3757 Fax: 917-521-3797

Borough Field Support Center (BFSC)

BFSC: Manhattan, District 6 Director: Yuet Chu
Director's Office Address: 333 7th Avenue, New York, NY 10001
Director's Email Address: ychu@schools.nyc.gov
Phone Number: 646-470-0721 Fax: 212-356-7564

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)
Lillian Reyes	*Principal or Designee	
Robert Klein	*UFT Chapter Leader or Designee	
Mrs. Anne Shikany	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Kassandre Fjortland	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	
Carol Volow	Teacher	
Jennifer Paynter	Teacher	
Marilyn Ramos	Teacher	
Sarah Townley	Parent	
Juan Morerias	Parent	
Kristin Borhofen	Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	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.

Since our school's inception in 2004 the vision has been one of creating partnerships with our parent body, our surrounding community and enriching the lives of our students through the Arts. I believe at this juncture we have created such an environment for our children. Our parents are always welcomed in our school and to that end they have provided tutoring in ELA and Math and enrichment mathematics provided by parent professors from Lehman College in grades 3 and 4. Wellness initiatives, cafeteria and playground support and financial support for our Arts programs, running of our Book Fairs, creating and running our school's website are all positive indications that they feel a part of our school community.

Our School-wide Enrichment program (SEM) creates a fun atmosphere for children to explore and learn from each other about topics they select for 12 week cycles. These weekly instructional periods are across grades, standards based, and support cooperative project based learning with an opportunity to use the city as their classroom. Sharing their learning is a vital part of this program so a celebration is scheduled after each cycle. The SEM clusters are required to demonstrate to the community in a creative way their learning and when possible give back to the community either by sharing their knowledge or raising money through their creative ways to donate to a cause that is meaningful to them. Such charities as St. Jude's Hospital, Doctors' Without Borders, and the Love Kitchen have benefited from their creativity and generosity in the past.

With the understanding that all children need avenues to be successful the Arts play a very important role in the development of our students. We have instrumental and choral instruction, in addition to, Music and the Brain keyboard curriculum for our K- 2 children and 92nd St "Y" residencies for students in grades K-5. Our diverse community of Inwood provides enrichment in the various genres of music during our Tuesdays at 278 musical series which happen several times a year.

We are a Salvadori school with teachers trained in using the built environment for project based learning. We have a partnership with Con Edison to support this program as well as our MOUSE Squad which teaches our middle school students about the inner workings of the computer and now the wonders of 3D printing.

Most importantly, we take pride in our teachers who have volunteered over the years to be a part of the Common Core Citywide Initiative, The Common Core Fellows and the Common Core Lab, as well as those teachers who support our work daily. Thanks to the initiative of our Middle School Humanities teacher, our Debate Team has won many competitive awards. Our sports teams run by the Dean, builds healthy competition, team work and good sportsmanship. Our math and science teachers are willing partners with administration to discuss the creation and implementation of reinstating our Regents curriculum in the future. The relationship with the UFT has been one of cooperation and collaboration.

Lastly, We are constantly evolving to get better at what we do, but we are excited about the strides we have made to build an inclusive, caring and thoughtful community of partners whose sole purpose is the well being and instruction of children. However, none of this is possible without an administrative team; Mrs. Lillian Reyes, A.P. and the instructional cabinet comprised of Mrs. Jessica Peskie, Literacy coach, Mr. Charles Reilly, Dean, Mr. Robert Klein, ESL Coordinator, Ms. Amina Mateo, Guidance Counselor, Mr. Stephen Jackson, Professional Development Committee/Data Chair and Mrs. Karen Halpern, IEP teacher and Special Education liaison. These are just a few of the stakeholders who work so hard to make 278 the place Paula Hedbavny would be proud to know bears her name.

Finally, our guiding mission that “The PS/MS 278 community is dedicated to the success of its students. Our safe and nurturing environment fosters academic, social and personal growth. A standards based, integrated curriculum sets high expectations for all students while meeting the individual needs of our diverse population”, is alive and well and a constant motivating force here at 278.

06M278 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05, 06,07, 08	Total Enrollment	535	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	6	# Music	4	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population	61.3%	% Attendance Rate		94.2%
% Free Lunch	62.6%	% Reduced Lunch		9.2%
% Limited English Proficient	13.7%	% Students with Disabilities		16.5%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		2.4%
% Hispanic or Latino	78.0%	% Asian or Native Hawaiian/Pacific Islander		4.1%
% White	14.7%	% Multi-Racial		0.6%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	10.34	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		9.8%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		5.61
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	29.2%	Mathematics Performance at levels 3 & 4		42.7%
Science Performance at levels 3 & 4 (4th Grade)	94.6%	Science Performance at levels 3 & 4 (8th Grade)		86.2%
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		YES
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	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

Part 1 – Needs Assessment

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

According to our Quality Review findings we are considered Well Developed in this area. However, until every student is at proficiency or higher in ELA and Math we must work to achieve that level of understanding for all our students. Over the course of the year we have noticed that in order to move our students they must be proficient in academic vocabulary in both reading and math. To that end we worked on providing instruction in academic vocabulary and tier two words. However, according to an analysis of our work we must continue to develop and strengthen vocabulary in general in both ELA and Math. Further, we have noticed an improvement in our students’ writing with our instruction in evidenced based writing.

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 20% of all students will be moved to proficiency in ELA and Math; 20% will move at least one level towards proficiency as monitored by monthly CCLS tasks designed with academic vocabulary and tier two words.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Continued use of our CCLS aligned curriculum in ELA and Math with ongoing professional development on the Monday Professional Development time.	All students	Sept, 2015 to June 2016	Teachers, coaches & Administration
<p>Graphic Organizers, use of the Frayer model for vocabulary development, Tier Two words, and Socratic seminar to strengthen discussion and evidenced based thinking in ELA to support our Ells and special needs students, as well as all students. Further ESL instruction aligned with classroom instruction.</p> <p>Scaffolding of instruction in math with emphasis on automaticity of facts and academic vocabulary. Continued use of the SOLVE method for problem solving of word problems. Math facts at Lunch will continue as a volunteer program developed and staffed by our parents.</p>	All students with supports in place for Ells & SWDs.)	Sept. 2015 to June 2016	Teachers, Coaches & 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.											
Common planning periods and vertical and horizontal teach teams. Aligned periods of instruction that support push-in and pull out ESL and SETSS instruction. Per session and per diem budgeting to support inter and intra visitation by teachers to each other’s classroom and visits to other Highly Effective programs outside of school. Continued P.D. as per teacher surveys as to their areas of need as well as their areas of expertise to support colleagues.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A	X	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.

In the area of ELA, F & P results will be assessed in the primary grades every month, in grades 3 to 5, every 3 months and in the middle school twice a year. CCLS aligned writing tasks and math tasks will be used at the end of each unit as described in our monthly calendar. Progress reports sent home to parents every 6 weeks, as well as report cards will inform the parent community including communications with them on Parent Engagement Tuesdays.

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.

Our school seeks to promote the well being of our children and their families through a systematic, curriculum based health education program. The health of our students and their families has the potential of being positively impacted by our school’s leadership in mental and emotional health promoting activities. {Given that the school’s neighborhood of upper Manhattan statistically has high rates of obesity- among adults and children, Diabetes, Hypertension, Asthma, and depression (NYC vital statistics report)} We consider a framework where the curriculum of health education is delivered in the classroom to be important in providing the consistent delivery of health information. In class curriculum will be enhanced by out of class activities our school does to promote the mental/ emotional and physical health of our students and their families.

The Office of School Wellness Programs defines wellness as “Wellness means being healthy in body and mind”. Our school has worked to incorporate nutritional and fitness programming into the school environment. The time has come to bring mental and emotional wellness into focus. NYC school’s Chancellor Farina declared at a recent OSWP event, that providing mental/ emotional health education is no longer optional. In order to best support our students and their families; our school has the opportunity to carry out Chancellor Farina’s mandate by establishing a consistent, sequential healthy mind and body curriculum which ultimately will create a healthier school environment.

Needs assessment continued:

Our school has built a strong foundation of providing a safe, effective, engaging, supportive and welcoming school environment. According to the 2013-2014 School Quality Snapshot

- 86% of students feel that their school offers enough variety of programs, classes, and activities to keep them interested in school.
- 97% of parents are satisfied with the education that their child has received.
- 93% of students feel safe in all school areas.
- 100% of teachers would recommend this school to parents, markedly higher than the city average of 80% and district of 86%.
- 79% of students of students say that most students at the school treat each other with respect. While this is higher than the city average of 59% and the district average of 72%, this response indicates an area that could be improved upon.
- Students feel engaged with the variety of programs, parents are satisfied with the education their child receives. While the school does have this strong foundation, a gap does remain in incorporating mental and emotional health education into the curriculum.

- Students learn best when they are healthy in both mind and body. The need for our school to begin systematically incorporating the teaching of mental/emotional health courses, is based on OSWP survey results, teacher request, feedback from parents at workshops, and day to day observation of student behavior.
- Based on the Office of School Wellness Programs (OSWP) scorecard results, it was found that health education was an area of need of improvement in our school. Scorecard results showed a lack of clarity among parents and teachers of what health education courses are offered at the school. Additionally, there is currently no specified time within the school schedule where these courses are taught.
 - In 2014-15, the School Leadership Team began a serious dialogue based on observations by teachers and administrators of student behavior. It was found that students are in need of more resources to manage the issues that they are experiencing. Wellness Professional Development for our staff is planned for this year as a result.
- Parents have verbalized during discussions at parent workshops related to self care, body image that they need more support/ guidance in how to discuss mental and emotional well being practices with their child.

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 each grade will have received at-least one unit of health education (HealthTeacher K-5, HealthSmart 6-8) related to mental and emotional health (self-care) per trimester as measured by a reduction of 5% in the number of students referred for counseling services.

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?
<u>Office of School Wellness Programs Health PD’s:</u> We will use New York City Health Education Curriculum along with our already established units in our Science texts. We will include training by the Office of School Wellness Programs for teachers 3	6-8 teachers All staff	Nov.	Principal Assistant Principal

times a year. Further, the guidance counselor will continue class discussions around various body and emotional change topics.		Jan. 2016	Office of School Wellness Staff
HealthTeacher 101: Foundation program for teachers in grades K-5			
HealthTeacher 102: Passage to Puberty, 4 th /5 th grade.			
HealthSmart 101: Program for health teachers in grades 6-8	K-5		
HealthSmart 104: Grades 6-12 Emotional & Mental Health, health teachers in grades 6-8.		Dec.	
HealthSmart 6-8 102 : Sexual Health Education, health teachers in grades 6-8.	4-5	Jan	
	6-8	weekly	6-8 school staff
	6-8	weekly	6-8 school staff
Our ELLs and SWDs should have no problem with this curriculum but teachers will modify for understanding if necessary.	Ells & SWDs	On-going	Teachers, guidance & Administration
We will send letters home to parents to inform them when certain topics of a personal nature will be discussed. Parents have played and will continue to play an integral part of the development of this curriculum.	All parents	As needed	Principal, SLT Assistant Principal

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
There are a combination of resources at work; a grant from the Office of School Wellness, Title I for the purchase of materials, as well as other budgets such as Tax Levy funds and many parent volunteer hours will make this a success.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	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	X	In Kind	X	Other

Part 5 – Progress Monitoring

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

We will examine school based data regarding counseling referrals to insure that there is a reduction of at least 2% of the number of students being referred for counseling services.

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.

Looking at our Quality Review, our Area of Focus is our Teacher Teams. While we received a score of Proficient it was recommended that we use more of an inquiry approach rather than the guided approach of looking at various targeted groups. In keeping with this recommendation administration will work with teachers to design a collaborative teacher team protocol that will meet the needs of teachers looking at student work and planning cooperatively.

Part 2 – Annual Goal

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

By June 2016, 10% of our students will increase by at least one level from pre-test to post-test on teacher collaboratively developed assessments.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Teachers will collaborate on the various protocols to design a PS/MS 278 protocol that meets the needs of all teachers to look a student work in a more inquiry based format.</p>	<p>teachers</p>	<p>Oct. 2015 to June 2016</p>	<p>Teachers and administration</p>

The protocol for looking at student work and assessments will address the needs of all students.	Teachers & students	Oct. 2015 to June 2016	Teachers & Administration
Strategically looking at student work for next steps in instruction will ultimately impact instruction and student learning. This will drive the conversations between the teacher and the parent.	Teachers, students and parents	Nov. 2015 to June 2016	Teachers & 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.											
Support of a Literacy Coach, weekly common planning period for grade cohorts, iReady software.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	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.										
Student progress reports and report cards data will be reviewed by all staff to determine if 10% of the students are on target of growing at least one level.										
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.										

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

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

Part 1 – Needs Assessment

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

Part 2 – Annual Goal

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

Part 3 – Action Plan

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

Part 4 – Budget and Resource Alignment

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

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

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

Part 5 – Progress Monitoring

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

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

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

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

Part 1 – Needs Assessment

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

Part 2 – Annual Goal

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.

Part 3 – Action Plan

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

Part 4 – Budget and Resource Alignment

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

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

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

Part 5 – Progress Monitoring

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

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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)	Fountas & Pinnell Levels, Wilson's Foundations, Slosson Oral Reading Test, State Levels 1 & 2	computer based program direct teaching	small group pull out	during the school day
Mathematics	pre-assessment, class work, State Levels 1 & 2	direct teaching computer based program	small group pull out	during the school day
Science	Teacher recommendation	direct instruction, tutoring	small group	during the school day, after school
Social Studies	Teacher recommendation	direct instruction, tutoring	small group	during the school day, after school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Teacher recommendation, parent request	At-risk services are provided by the Guidance Counselor and meet the needs of the individual issue.	small groups or one on one as needed	during the school day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Many of our teachers are Common Core Fellows through participation in the pilot Common Core Citywide think tank. These teachers turn-keyed their learning to faculty and also contributed to the citywide Common Core research-based inquiry. Many of our teachers have dual certification which is an asset with our diverse population. Our professional development is teacher researched so that the trainings are worthwhile .

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).
As stated in 2a, many of our teachers have dual certification. Paraprofessionals attend the special workshops provided for them by the DOE and the UFT. The administration (Principal, Assistant Principal) regularly attend the Professional Learning Meetings/Trainings with the Superintendent.

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	214,253.00	X	5a,5b,5c
Title II, Part A	Federal	39,407.00		
Title III, Part A	Federal	11,200.00	X	5a
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,767,436.00	X	5a, 5b, 5c

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal,

State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

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

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

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

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

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. The **Paula Hedbavny 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. The Paula Hedbavny 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)

The Paula Hedbavny 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.

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;

- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>Paula Hedbavny School</u>	DBN: <u>06M278</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>35</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input 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>3</u>
of certified ESL/Bilingual teachers: <u>3</u>
of content area teachers: <u>3</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: PS/MS278 will have one academic intervention program to address the needs of our ELL population in order to improve linguistic and content academics with (direct student support) through direct instruction. This supplementary program will be delivered to all English Language Learners by three certified TESOL (ESL) and/or Bilingual Education teachers using ESL methodologies in a small group environment. Students who scored below Proficiency level on NYSESLAT will benefit from this supplementary program which will support and enhance basic linguistic and academic needs.

Target Poulation: This Direct Instruction Supplemental Program will target Beginning, Intermediate, Advanced level ELLs as evidenced on NYSESLAT 2014. This program will also target stagnate/ long-term ELLs as well as students falling within the lowest-third, ELLs with Special Education (self-contained or with SETSS) as evidenced on citywide and/or statewide assessments particularly NYSESLAT, NYSITELL, and NYSELA 2014, as well as those indicated by the AMAO Indicator.

This direct instructional supplemental program will take place two days each week following the mandatory school day. This program will commence on November 5, 2014 through May 2015. It will meet for approximately 21 weeks with 42 one (1) hour sessions servicing the needs of approximately 30 students.

We aim to provide English Language Learners with a supportive learning environment, encouraging collaborative student engagement in the learning process. This direct instruction supplementary program will extend, enrich, and remediate identified interdisciplinary academic needs while simultaneously reinforcing social needs. This Title III program will provide assistance in making language comprehensible through a content-based curriculum integrated with technology. All student work will be technologically and/or portfolio stored in order for students to view their own progress, address their weaknesses, and bolster academic strength in a non-threatening environment. This program's focus will also include academic assistance through scaffolded instruction. Integration of technology to support and enhance listening, speaking, reading, and writing skills will facilitate and improve linguistic and academic skills in a non-threatening environment. Along with content based direct instruction, this Title III program will implement "Imagine Learning", a NYC DOE approved English computer-based instruction program that develops literacy skills through individualized instruction. "Imagine Learning" is founded on scientifically based research and No Child Left Behind guidelines. "Imagine Learning" teaches direct vocabulary development (including academic language), listening, speaking, phonemic awareness, emergent literacy, and school readiness with individualized lessons and graphic support. The language of instruction will be in English.

Part C: Professional Development

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

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

Part C: Professional Development

Begin description here: _____ In accordance with Title III, NYS 175 hours of Professional Development for Professionally licensed teacher, and the provisions of 2014 NYC DOE & UFT Contract, ongoing Professional Development will take place in conjunction with workshops and sessions conducted by the New York City Department of Education- DELLSS/OELL as well as monthly attendance at ELL Liason Meetings conducted by the CEI532. Offsite professional development will include such topics as:

9/14: ELL Compliance Issues & Mandates (CEI532)
10/9 : ELL Professional Development: SIOP Instructional Framework (CEI532)
Integrating Informational Text in the ESL/Bilingual Classroom (DELLSS)
11/17/14-: Using Picture Books to Engage Students in History-Grades k-5
11/20/14: What is Different About an IEP for an ELL?
12/5/14: Immigration: America Begins in New York-Grades 6-12

Weekly, and or monthly ongoing Professional Development will also take place at this school for the three teachers. Sessions will be conducted weekly/monthly including:

9/22: Looking at Student Work: Understanding Student Scores & Item Analysis (PS/MS278)
10/20: Looking at ELA Writing & Vocabulary (PS/MS278 & Brian Green-CEI532)

Other tentative topics will include: Vocabulary instruction strategies, differentiation of instruction, data analysis, academic language and vocabulary development.

In addition, monthly meetings conducted by the UFT ESL Committee are offered to teachers.

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: _____ The PS/MS 278 school community has created and publicized varrious support structures and programs to ensure all ELL parents are aware the education options available to their children. The Parent Coordinator, working with the ELL Coordinator, as well as the Parent-Teacher Association will provide various meetings and workshops with featured community support systems on various topics and issues that are of importance to English Language Learner parents.

For school year 2014-15 these participants have integrated the support of the School Wellness Council and Title I Committee, the NYC DOE School Wellness Works, CHALK (Choosing Healthy & Active Lifestyles for Kids) Columbia University Medical Center and the NY Presbyterian Ambulatory Care Network -Allen Pavilion, and City Harvest. This community team means to provide a way to influence not only teachers, staff and students, but also families on ways to improve health and wellness to ensure academic success of students.

Monthly meetings will be offered and all parents will be invited to partipate in sessions and workshops. Translation in Spanish will be provided for those in need of service. Licensed and trained facilitators will conduct workshops and sessions. Upon request; other translation services will be solicited through the community participants.

A series of workshops will take place the first Thursday of each month at 8:15 a.m.. Topics to be included will be:

Pediatric Allergies (specifically food allergies), Diabetes and Hypertension, Mental Health: Caring for Self, Parents, and Children, Managing Special Needs in the Home, Proper Oral Hygiene: Care for the Whole Family, E-cigarette Health Effects, etc.

Proper Nutrition, Hygiene, Movement, and Overall Self-Care will be priority.

A new workshop series for parents sponsored by this school's Wellness Council (in conjunction with CHALK/NY Presbyterian/Columbia University Medical Center) will take place on the following dates:

Part D: Parental Engagement Activities

Tuesday, 01/21/15: Beat the Winter Blues: Relax, Refresh, Detress!

Friday, 02/07/15: Diabetes & Hypertension

Thursday, 03/13/15: Intro to Mindfulness Meditation: Tools for quickly destressing your body & mind

Thursday, 04/10/15: How to Stay Healthy On-The-Go!

Monday, 05/05/15: A Spring In Your Step

Title III parents have been invited to participate in a Family Curriculum and Nutrition Education. This 8-week course is led by a train chef & nutrition educator. each 2-hour session will center around healthy food choices on a budget, etc. Class dates are 10/3, 10/10,10/17, 10/24, 11/7, 11/14, 11/21, 12/5.

The ELL Coordinator will serve as a integral liason between school and community presiding on the School Wellness Council and will particiapte in the NYC DOE School Wellness Council training sessions.

Parents will be notified of up-coming meetings by means of flyers (English/Spanish) and on the school website. The Parents Association has created a monthly morning coffee greet & welcome called "Cafecito" welcoming parents to attend. News and announcements are also stressed during monthly evening, or morning PTA meetings.

This school will further solicit participation, ideas, and input in ways to meet unique needs of Title III parents and families from the Inwood Community Services After School Program.

Part E: Budget

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

Allocation Amount: \$11200 .00

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

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

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

District 06	Borough Manhattan	School Number 278
School Name PS/MS 278 - The Paula Hedbavny School		

B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal Lillian Reyes	Assistant Principal Charles Reilly
Coach Jessica Peskie	Coach type here
ENL (English as a New Language)/Bilingual Teacher Robert Klein	School Counselor Amina Mateo
Teacher/Subject Area Christine Tramosch, ENL	Parent Annie Shikany
Teacher/Subject Area April Kaufmann, ENL/Gr. 1	Parent Coordinator A. Gonzalez
Related-Service Provider Karen Halpern, SETTS	Borough Field Support Center Staff Member
Superintendent M. Rodriguez	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	2
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	1	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	534	Total number of ELLs	67	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	74	Newcomers (ELLs receiving service 0-3 years)	46	ELL Students with Disabilities	17
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	14	Long-Term (ELLs receiving service 7 or more years)	1

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	46	0	6	14	0	8	1	0	1	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 1

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

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

Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	10	9	10	8	7	4	7	1	2					0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	1								1					0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish		1												0
Albanian		1												0
Other		2		1			1							0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	0	0	1	0	0	0	2	0	0					0
Emerging (Low Intermediate)	2	1	1	0	0	1	0	0	1					0
Transitioning (High Intermediate)	3	4	3	1	2	1	0	0	0					0
Expanding (Advanced)	3	7	5	6	6	2	6	2	1					0
Commanding (Proficient)	4	1	1	1	1	3	1	1	3					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 <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total					1									0

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

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	0		2		5		0		0
8	1		3		2		0		0
NYSAA Bilingual (SWD)									0

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

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

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

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

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

In order to diagnose early problems in literacy and reading in ELLs and non-ELL students in kindergarten through third grades, our school uses the following assessments: Wilson Foundations, Fountas & Pinell, and city wide ELA Benchmark Assessment. Wilson Foundations for K-3 is a phonological/phonemic awareness, phonics and spelling program for the general education classroom. Foundation is based upon the Wilson Reading System principles and serves as a prevention program to help reduce reading and spelling failure.

In the Foundations program, teachers incorporate a 30 minute daily lesson into their language arts block of instruction. These lessons focus on carefully structured sequenced skills that include print knowledge, alphabet awareness, phonological awareness, phonemic awareness, decoding, vocabulary, fluency and spelling. During storytime activities, critical thinking, speaking and listening skills are practiced, all skills that are crucial for academic success. For those students in the lowest 30th percentile, targeted small group intervention (Double-Dose) is available.

We also use Fountas & Pinnell to assess students' independent and guided reading levels. Fountas & Pinnell is a benchmark assesment system. It is a series of texts that can be used to identify a student's current reading level and progress along a gradient of text levels over time.

This school administers the citywide ELA Benchmark Assessment. Overall the ELL population as well as the general education population have performed below expectations in the past, part to the more rigorous, unfamiliar format and expectations aligned with the Common Core Standards. In the past assessment outcomes revealed that students are lacking in overall reading and writing skills.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

The 2015 NYSESLAT assessments have been revised as this was the first NYSESLAT test fully aligned with the Common Core. Also, the format of the test has changed as it is now divided in a Speaking part and three separate booklets that all contain a listening, reading and writing portion. Therefore, these results cannot be compared directly to previous years' results, however, the data states that our students made progress. On the NYSESLAT 2015; 11 (17.19%)attained Proficiency on the NYSESLAT .

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

At this time, there is no information available for AMAO 1 Status (making progress).

AMAO 2 Status (achieving proficiency) for this school states that we met our target goal for year 2014-15. The goal was 15.00% with a difference of 2.19% (percentage points) between the target and current status.

This school is projected to meet goals in AMAO2 for school years 2015-16 at 15.60% with a difference of 2.19%, and school year 2016-17 with a target at 16.30% with a difference of 0.89%.

This school will continue to monitor and address instructional decisions in regards to the patterns across NYSESLAT modalities – reading/writing and listening/speaking. Teachers will continue oral comprehension and speaking activities, and will continue to place a concentrated focus on reading comprehension strategies with a greater emphasis on vocabulary building. In regards to writing, instruction will prioritize grammar / mechanics as well as organization within the writing process while simultaneously creating and incorporating more rigorous, challenging lessons incorporating higher order questioning strategies.

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) ELA

According to the statistical analysis the results for patterns across content and grades, we have determined that our ELL population scores higher than compared with ELLs in the city and district. However, we have a significant number of ELLs who continue to score within Levels I and II. With continued focus on weak modalities, we aim to help these students achieve academic level. Overall, this school's scores fell within: Level I = 50%, Level II = 47%, Level III = 4%.

Mathematics:

ELL students scored somewhat better in mathematics than in ELA. Students overall scored: Level I = 57%, Level II= 25%, Level III = 10%, Level IV= 13%. We have seen significant gains in Level II and IV and a drop in Level I and III.

Science:

ELL students that took the New York State Science Assessment in grade 4 and 8 scored on Level I at 7%, on Level II at 39%, and on Level III at 54%. This findings suggest that most of the ELL population has achieved grade level proficiency in this content area. However, this school will continue to focus on content area academic language and concepts, especially in regards to differentiation and scaffolding for ELLs in planning. Language objectives within content areas will continue to be addressed and prioritized.

b) We did not use the periodic assessment for schoolyear 2014-2015 because it was optional and mostly because we do not believe the test was an accurate reflection of student ability.

c) Refer to b.

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](#).]

ELL students who are identified in September as performing below grade level receive individualized instruction beginning in the classroom (Tier 1). This includes but is not limited to guided reading, shared reading, student accountable talk (partners discussing or commenting on a task together) and monthly Tier 2 words school wide to build vocabulary. Tier II students are chosen based on previous state exams as well as teacher recommendations. Our School Wide Enrichment Program aids in vocabulary development and provides experiences outside the academic scope. Teachers also use one-to-one instruction and small group instruction daily. In Tier II and Tier III, providers use a variety of strategies such as but not limited to a push-in/pull-out model to provide targeted instruction, word games, math games and writing strategies to increase vocabulary, fluency and comprehension and math skills. Students in Tiers I, II, and III are assessed on a 10-12 week cycle with adjustments made as needed.

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

We make sure that a child's new language development is considered in instructional decisions by focusing on lesson planning to include not only content objectives but also language objectives that address four modalities of reading writing, listening and speaking; paying particular attention to vocabulary development, and the functions of language, which is grammar, mechanics, reading skills, etc. Teachers incorporate domain specific activities that enhance not only reading and writing skills but listening and speaking skills.

7. For dual language programs, answer the following:

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

N/A

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

PS/MS 278 evaluates the success of our programs for ELLs from the NYSESLAT results and also from the Action Plan of the Comprehensive Educational Plan. This Action Plan is used as a tool to support effective implementation and in evaluating progress towards meeting our goals. Our Action Plan provides key strategies and activities to be implemented for the school year to support accomplishment of our identified goals. Our Action Plan strategies and activities for our ELLs are tied to our annual goal which is specific, measurable, achievable, realistic and time-bound.

Secondly, student achievement is measured in State standardized test results as well as individual performance on student report cards.

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.

When a student is registered in our school and in the NYC public school system for the first time, the ESL Certified Coordinator, Robert Klein, or another trained pedagogue will assist the parents/guardians in filling out the Home Language Survey (HLIS), regarding their child's home language use and proficiency. He/She will also conduct an informal interview with the parent/guardian and the child in English or (if necessary) in their native language. If the interview and one answer to questions 1-4 and two answers to questions 5-8 on the HLIS indicate that the child speaks a language other than English at home or the student speaks little or no English, the NYSITELL (New York State Identification Test for English Language Learners) will be administered within the first 10 days of admission (20 days for students entering with an IEP). After administering the NYSITELL we will scan the answer documents and print the RCLB scan report from ATS, which indicates the students' level of proficiencies. Parents will be notified with a letter in their preferred language of communication as to the results of this test. The student is LEP (Limited English Proficient) if he/she scores at an Entering, Emerging, Transitional or Expanding Level. Spanish speaking students will then also be administered the Spanish LAB by the Bilingual Spanish certified teacher, to determine if they are English or Spanish dominant in order to plan for appropriate instruction. Then they will be placed in the appropriate program. If he/she scores at the Commanding level, the student is not entitled to services and is deemed non-LEP. Certified monolingual English ESL staff members: Robert Klein, Christine Tramposch, or a certified bilingual Spanish staff pedagogue are responsible for conducting the initial screening, administering the HLIS, NYSITELL and the formal and informal initial assessment.

HLIS (including all the above mentioned steps) are also administered to reentrants to the NYC DOE after they have been outside New York State for 2 continuous years.

If a student enrolls in our school from another NYS school but the HLIS and NYSITELL results cannot be obtained from that school within 5 days of enrollment in our school, it will be administered again.

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).

If after the initial enrollment process, the school suspects that a newly identified ELL within the grades 3-8 might have a gap in education, a ELL Certified pedagogue will administer the SIFE Oral Interview Questionnaire to this student. If a gap of two or more years is determined, the school will administer the Literacy Evaluation for Newcomer SIFE (LENS) if the students language is Arabic, Bengali, Chinese, Haitian, Creole or Spanish to determine the SIFE status.

If the student speaks any other language we will use interview questions, some student work if available and teacher created assessments to determine the SIFE status. The Sife status will be determined within the first 30 days of enrollment and might be modified within a year if it seems necessary.

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

If a student with an IEP is enrolled in our school whose home language is something other than English a Language Proficiency Team (LPT) will be formed to determine the student's eligibility to take the NYSITELL. Our LPT consists of Lillian Reyes, Acting Principal, Karen Halpern, IEP Teacher, Nydia Martinez, school psychologist, and Robert Klein, ELL coordinator and the student's parent or guardian. An interpreter will be present if so requested by the parent. For Spanish speaking parents a Spanish speaking school employee will be used to translate. For languages that are not available in our school we will use the DOE translation and

interpretation services. The team will then review the student's interview with the ELL pedagogue, the student's language use at home and in other settings, the results of individual assessments and the information provided by the Committee on special education that determines the student's ability to demonstrate proficiency in English.

Based on all the acquired information the LPT makes a determination if the student has English acquisition needs and is eligible to take the NYSITELL. If it is decided that he/she should not take the NYSITELL the recommendation is sent to the principal. If she agrees with the decision, she will send it to the superintendent who makes the final decision. Within three schooldays of the decision the parent/guardian of the child will be informed of the decision. The Language Proficiency Team NYSITELL Determination Form will be placed in the student's cumulative folder.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

As soon as the students are tested and the answer documents are scanned the entitlement and non-entitlement letters are sent home to the parents with students within the first 5 days of school. If they are not returned in a timely manner, the Parent Coordinator calls the parents and reminds them to return the forms to the ELL department. All entitlement letters and continuation of service letters are securely stored on file in this school's Office of English Language Learners.

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).

Parents are informed that they have the right to appeal ELL status within 45 days of enrollment within the body of the Entitlement Letter. The Entitlement Letter is sent in English and the parent's preferred language. If a parent feels that their child's ELL status should be reviewed and/or reassessed, parents are instructed to contact Robert Klein, ELL Coordinator, at their earliest convenience to further discuss the matter. Parents are informed that this contact must be within 45 days of their child's enrollment in the school if they want their child's ELL status to be reviewed, or reassessed.

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

The PS/MS 278 school community has established numerous support structures to ensure that all parents are aware of education options available to their children. Within 10 days of registration the parents/guardians of ELLs are invited to an orientation session where they can watch an online video (in their preferred language) that informs them in depth about all the programs the NYC Department of Education offers for elementary and secondary grades. Parents will also be informed about the Common core Learning standards, the curriculum, assessments and the school's expectation for ELLs. The invitations are sent in the parents' preferred language and offer several times and dates when an ELL pedagogue will be available for a Parent Orientation Meeting. After the parents have watched the video explaining the three programs available for ELLs, they are asked to fill out the Parent survey and Program Selection forms. Additionally, the Parent Coordinator and the ESL Coordinator have offered and provide various meetings and workshops to disseminate information about these options. The Parent Association Cabinet and volunteers also organize monthly parent meetings where many issues are discussed including the three different language programs and parent alternatives and options. In addition, the Parent Coordinator, ESL teachers and the ESL Coordinator keep parents abreast of important news, students' progress and parents' rights through parent flyers, letters, and informative workshops. As a school community, we ensure that information is provided in the parents' home language. Both the school staff and parent coordinator work as liaisons to assist in oral and in written translation. Many parents are representatives on the School Leadership Team and other planning groups, in order to keep the parent perspective in the planning of school policies and events.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

If a parent does not fill out a Parent survey or Program Selection form the ELL coordinator or Parent coordinator will send a reminder home and will call the Parents' to remind them. For any other missing Program Selection form we will attach a copy to the student's first report card. The parents will sign the Program Selection Form when they pick up the student's report card. This way we can ensure that all Program Selection Forms are returned.

If the parent still does not return the form the student will be placed in the school's ENL program. However they will be counted towards the minimum threshold as amended by the Aspira consent Decree stating that a bilingual program will be opened if 15 or more students in 2 contiguous grades who speak the same language.

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

Every attempt made to receive the Parent Survey and Program Selection forms will be recorded and kept in the ELL Binder.

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

As soon as the parents fill out and return the Parent Survey and Program Selection form the placement parent notification letter will be sent home with the student. If the parent does not return the Parent Survey and Program selection form the parent will receive a letter notifying them that the child will be placed in an ENL program until a bilingual program can be opened at which time the child will be placed there.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). All HLIS form copies, Program Selection Form copies, non-entitlement, entitlement, continuation letters etc are kept in an ELL binder in the Office for English Language Learners at the school. All original HLIS and Program Selection Forms are kept with the student Cumulative Record File.
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.
- 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 is in accordance with the testing calendar of modalities issued by the Department of Education. Students are individually scheduled for the Speaking section within the time frame. For the other three books of the NYSESLAT, containing Reading, Listening and Writing sections, groups of students are formed according to their grade level and/or IEP. IEP testing accommodations are followed. Any student who misses one or more subtests is afforded the ample make up time within the testing framework deadlines set forth by NYS.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Continued entitlement and transitional support parent notification letters are sent home with the student in English and the Parents' Preferred Language. The parents/guardians are asked to return them signed. Robert Klein, ELL Coordinator is responsible for ensuring all correspondence is distributed and returned with a timely manner.
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).
- 2007-2008: 10 parents requested ESL, 1 parent opted for Transitional Bilingual Education (TBE) and 1 parent preferred the Dual Language program. As they were not offered in our school at that time the parents were referred to other schools that would have offered the program. However, they then decided to leave their child in our school and put them in an ESL program. In the year 2008-2009: 12 parents requested ESL instruction for their child. No other programs were requested in those years. In school year For the school year 2009-2010: 7 parents requested English as a Second Language instruction for their child. 2010-2011: all parents requested English as a Second Language instruction for their eligible child as they have (once again) for 2011-12. 2012-2013: all parents requested English as a Second Language instruction for their eligible child as they did for 2013-14 as well.
- Programs offered at our school are aligned with parent requests, as all parents are now requesting monolingual settings with ESL services. Due to the fact that our registry could not maintain a bilingual program, we have closed our Transitional Bilingual Education (TBE) program, which was in effect from 2004-2007. During the 2006-2007 academic year our 2nd grade/3rd grade bilingual bridge class maintained only 13 students throughout the duration of the school year. With parent opt-out requests for their children to be placed in monolingual classes, and the low enrollment for a continued Transitional Bilingual Program, PS/MS 278 began providing only a free-standing ESL program.
- Additionally, due to parent request and preferred choice, we only offer an ESL program. This school's ELL enrollment is declining due to students testing out of the program at the Proficient level and more English- dominant speaking children enrolling each year. At present, English is the dominant home language at this school with 293 students claiming English as their home language, followed by Spanish (192 students).

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.

Throughout all the grades student at a Transitioning or an Expanding level receive 180 minutes/week of ENL services through integrated ENL where the ENL teacher co-teaches with the content area teacher to help build the English Language skills of the students through appropriate scaffolding techniques. The ENL teacher focuses on vocabulary development and language structure within the content area.

Students that tested on an Entering or Emerging level receive an additional 180 minutes/week of services through Stand Alone ENL. They receive English Language development instruction by a NYS certified ESOL teacher. In Kindergarten Stand Alone ENL happens in a homogeneous group, in grades 5-6 and 7-8 the groups are homogeneous but ungraded.

Students that tested Commanding on the NYSESLAT 2015 or Proficient on the NYSESLAT 2014 receive 90 minutes/week of integrated ENL services.

- 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)?

ENL teachers create an individualized schedule to ensure that the students receive the amount of time they are entitled to for ENL services. They are provided with the appropriate amount of instructional time based on their proficiency level. The teacher and administration will look closely at the students' proficiency levels. Based on this information, they will plan the appropriate time and program allocation as per the Part 154 guidelines.

* Entering and Emerging levels – 360 minutes/week, whereby in grades K-6 180 minutes will be delivered as Integrated ENL and 180 min as Stand Alone ENL in the lower grades. In grade 8 the Emerging levels receive 225 min/week of Integrated ENL and 135 min of Stand Alone ENL.

* Transitioning and Expanding levels - 180 minutes/week will be delivered through integrated ENL .

* Commanding Levels - 90 min/week will be delivered as an Integrated ENL Service.

Additional support is offered in an ESL – Afterschool program.

(2a). Teachers deliver explicit ENL by planning for both content and language objectives. Teachers also use scaffolding techniques, bring in realia, and reach out to different learning styles and modalities. Each ENL lesson entails reading, writing, listening and speaking components. Teachers plan their lessons based on the Common Core Standards, focusing on language and content objectives, as well as teaching through our School Enrichment Model.

Our School Enrichment Model is a program in which students participate in a topic of their choice and learn through real-life experiences, researching, listening to various speakers, learning on the Internet, field trips, etc.

All teachers use explicit ENL methodologies in their instruction, meeting the ENL standards while addressing the new Common Core Standards. This school has implemented the new Common Core aligned programs, ReadyGen, Code-X, GoMath, which multi-cultural texts, fiction, nonfiction, newspapers and poetry to enhance the students' understanding of the language. Additionally, teachers enhance instruction with technologies in their classrooms and in the library, as well as native language dictionaries and L1 academic content specific glossaries in order to aid and assist in language transference (L1-L2).

The ENL teachers work directly with classroom teachers and help plan their instruction to meet ENL and Common Core standards.

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.

Content area instruction is delivered in partnership and collaborative planning with the elementary classroom teacher as well as content area instructors (6-8 in middle school). Focus on front loading vocabulary, scaffolding and differentiating instruction is a main priority. All instruction is delivered in English. The ENL teacher works with the content area teacher to provide instruction and assistance for Entering, Emerging, Transitioning, Expanding and Commanding level students. Entering and Emerging level students are also pulled out for small group instruction in a Stand Alone ENL class.

Content area in grades (K-3) is aligned with Common Core Learning Standards. Thematic instruction is used to enrich and expand on content Social Studies, Science, ELA, and Mathematics with focus on incorporation of language objectives.

For the Stand Alone ENL groups, focus is on remediation of basic skills in content areas while differentiating instructions for students. In order to make the content comprehensible and to enrich the students' language development the teachers implement scaffolding strategies, pictures, realia and ENL methodologies throughout all the grades. All instruction is presented in English with a new focus on inclusion of Tier II words, close reading, etc. and skills that are overall related to the Common Core Standards.

We continue to use the Common Core Curriculum which includes Scholastic Code-X and Ready Gen for ELA instructions and GoMath and Engage New York for mathematics.

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

We are not assessing students in their native language, however, we do provide native language support.

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

ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year through the New York City ELL Periodic Assessment and formally and informally during classroom observations with formal and informal 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

- 6a). Currently this school does not have any designated SIFE students.

The plan for SIFE students begins by assessing their needs, taking into consideration their biographical background and prior educational history. We examine their academic history and family history, to gain a holistic perspective on the student.

After a comprehensive diagnostic, we would begin to provide Academic Intervention Services (AIS) and English as a New Language (ENL). We will meet as a school intervention team to determine an individualized plan to meet this students' needs. The student will be placed in an age-appropriate class, so that their age-appropriate developmental and social needs could be addressed.

The parents, along with the support of the AIS team and ENL teachers provide support for the student. The AIS and ENL services is comprised of only small groups to support the student better. Additionally they would get one-on-one instruction for AIS as well as ENL to be able to cater to their individual needs.

We would continue to track the students' progress and monitor it on an on-going basis to ensure that the services are meeting their needs. Teachers use sight words, picture dictionaries, low readability high-interest books, and age appropriate materials that support the curriculum. The AIS team will use Foundations to support their decoding and phonics abilities. The ENL teachers would continue to work with picture dictionaries to help building vocabulary and design lessons that help the students master everyday situations as well as situations in school.

We would also elicit support from Learning Leaders to provide native language support when possible.

6b). If the child is a newcomer to a US school, the child is serviced in smaller pull-out groups (or in a one-to-one setting if necessary) with more individualized attention to meet his or her academic needs. For newly arrived students, teachers also invest a significant amount of time introducing the student to the new culture, school, customs and basic conversational skills.

We have specific materials that will support the students' academic needs, utilizing realia, songs, visuals, and picture dictionaries and photo libraries to enhance their vocabulary development and according to the appropriate developmental need.

The school will implement test prep sessions after school and pays additional attention to test prep strategies during the school day to help the newcomers to be successful on the New York State exams, which is mandatory after only one year in the New York State public school system.

The school also offers an ENL afterschool program (Title III) for students to improve their English Language skills in Speaking, Listening, Reading and Writing. Teachers offer test sophistication, help in content areas, reading and writing through test prep, Reader's theater, technologies, games, etc.

6c). Our plan for ELLs receiving services for 4 to 6 years is to continue to enhance their listening, speaking, reading and especially writing skills. Our action plan is to increase the number of ELLs who show progress in writing as measured by the annual CEP goal and Action Plan.

6d). Many of our long-term ELLs also qualify for AIS. The ESL and AIS teacher will examine their test history and communicate with the classroom teachers to identify specific needs of the child, which is often mastering reading and writing the academic language.

A large proportion of our long-term ELLs are deficient in the reading and writing modality on the NYSESLAT and ELA. The teachers will be working with the content area teachers in the upper grades to support content area instruction and listening, speaking, reading and writing. Furthermore the teacher reinforces language skills the students need in the classroom while also focusing on their individual needs like vocabulary work and grammar.

While teachers support the specific content, they also integrate the reading strategies, comprehension practice and conventions of writing to help the students understand the text problems in Mathematics or Science. In content area instruction the teacher supports and encourages the students to read, use, and utilize charts, maps, and graphs when reading a scientific text. Content specific vocabulary work and practice focuses on their language skills. They integrate the correct use of writing conventions based on the students' individual needs and levels in order to support them to complete their portfolios. Students supported with AIS practice reading, listening, speaking and writing in small groups. In every subject the teachers encourage the student to

expand their vocabulary by using pictures and realia as well as Tier II words and teach them strategies to learn to understand a new word from the context or using dictionaries and thesaurae efficiently.

6e) Former ELLs (in years 1 and 2 after testing Commanding) still receive mandated test modifications which consists of additional time during state tests and classroom tests. Additionally proficient ELLs receive support during 90 min of Integrated ENL services a week.

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

Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, or guardian), the principal, reviews the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal consults with the ELL coordinator (and a translator if necessary) in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel (ELL coordinator/teacher and Special Education Specialist) and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal will provide additional support services to the student as defined in CR Part 154-2.3(j) and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, she consults with the superintendent or his/her designee. Final decision notification will be in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.

8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

The Resource Room teacher, the ENL and the Special Education Teacher as well as the school based support team work together to review the child's IEP to identify the child's needs. We will include any modifications that the students need for instruction or assessment. The instruction will be aligned to the student's IEP. Leveled learning and appropriate materials are decided upon after reviewing the ELL-SWD's individual education plan (IEP) in conjunction with learning modalities.

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

This school meets the diverse needs of ELL-SWDs in curricular, instructional, and scheduling flexibility with least environmental restrictions by adhering to the students IEP. Student progress is monitored and discussed on an individual basis during Pupil Personnel Team meetings.

Chart

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

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 Dually 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.

Chart

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

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	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 Dually 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.

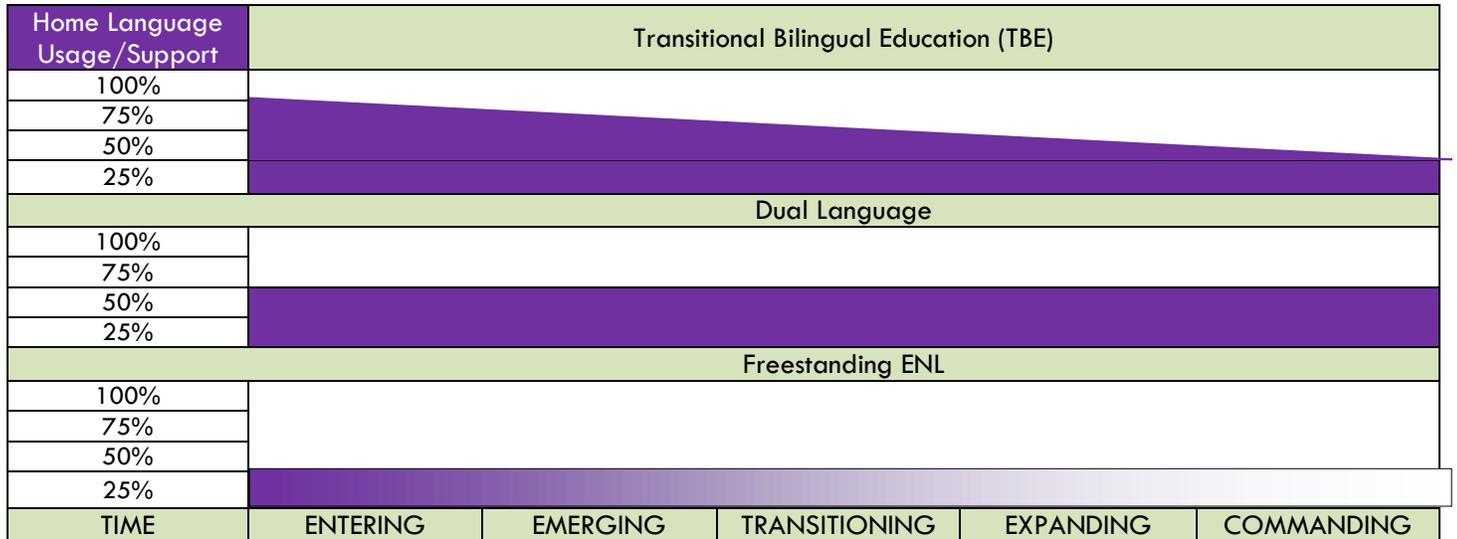


*Note “other approved services” does not apply to New York City at this time.

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.
- Academic Intervention Providers service all at-risk children including ELL's who score a level 1 or 2 on the NY State exams. Classroom teachers will use Tier I Intervention through differentiated instruction. Students who are referred for Tier II Intervention will have small group instruction or one-to-one in a push-in or pull-out model during the school day. The AIS providers consistently review data and student work to ascertain growth. In order to provide the best intervention for their students, their "tool kit" consists of professional development in:
- Understanding and using data to inform instruction
 - Implementing a variety of strategies from diverse sources
 - Using Bloom's Taxonomy to develop students' higher order critical thinking skills and learning to use higher order questioning techniques in order to meet the rigorous challenges of the Common Core Learning Standards.
 - Using rubrics measure student growth
 - Being able to differentiate instruction so that learning is assessable to all students
- Some of the following programs and systemic approaches are used in reading (Foundations, Wilson, Words Their Way, Kaplan, Ready New York CCLS, Shared Reading and Guided Reading). The following programs and systematic approaches are used in math (games and other intervention strategies).
- As students are assessed weekly, monthly, and at the end of the 6 week cycle, they can either be taken out of AIS services or remanded for a second intensive cycle. This decision is based on an analysis of the data of individual student progress and classroom teacher input in consultation with administration.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The effectiveness of this school's current program in how it is meeting the needs of Ells in both content and language development is at this time unavailable due to the 2015 Changes in Part 154-2 English as a New Language Units of Study and Staffing Requirements. Statistical data will be available in Spring 2016. In the past, according to the statistical analysis our Ells did not make expected gains during previous school years due in large part to the new testing format of the NYSESLAT and other NY State Tests. Overall the lack of gain experienced statewide in previous test results was also reflected on the school level.
12. What new programs or improvements will be considered for the upcoming school year?
- A continuation of services will be provided for ELLs for the upcoming school year. Continuation of compliance mandates will be adhered to, as well as continuation of Title III After School Program services. Focus will be in accordance with the goals set forth in the Comprehensive Education Plan (CEP) especially in the area of writing. Additional or supplementary materials to enhance and enrich language arts will be explored. Furthermore we will continue the Imagine Learning computer program for Ells that we started in the school year 2014-15." Imagine Learning" is a NYC DOE approved English computer-based instruction program that develops literacy skills through individualized instruction. Imagine Learning is founded on scientifically based research and NO Child Left Behind guidelines. Imagine Learning teaches direct vocabulary development (including academic language), listening, speaking, phonemic awareness, emergent literacy, and school readiness with individualized lessons and graphic support. The language of instruction is in English with native language support available. Native Language Spanish support and enrichment will be provided in grade 2 to strengthen the students' native language skills and therefore their transference into English.
13. What programs/services for ELLs will be discontinued and why?
- Mandated ESL services will continue for the required minutes, as well as the Title III After School Program which will provide additional support to ELLs in a small group learning environment.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All children in this school, including ELLs, have equal access to all school programs that are offered and the school populations (as a whole) are grouped heterogeneously. ELLs are afforded access to supplementary educational programs such as Academic Intervention Services (AIS) if it is determined that such services would benefit the student. ELLs have access to participate in the Title III After School program to enhance skills and focus on academic enhancement in a small group environment. ELLs are also invited to participate in the Inwood Community Services, an academically intensive NYC funded after school program which meets daily in this school. ELLs are also invited to participate in CHAMPS, a city funded physical education program. ELLs are invited to participate in the after school music program. All programs are offered in this building.
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.
- For the lower grades (K-1), the ESL teacher utilizes Santillana "Spotlight on English" during Stand Alone ENL to introduce and/or reinforce concepts and increase vocabulary. Phonics, basic skills and content is taught through "Spotlight on English". Picture vocabulary is taught through Spotlight Photo Cards for English-Language Learners, Metro ABC Hand puppets and inflatable letter realia. For this ENL program, the teacher utilizes Stand Alone ENL and Integrated ENL models to service the students in the lower grades in accordance with the new Part 154-2. As a school that incorporates the School-wide Enrichment Model, ESL teachers

utilizes a hands-on approach to thematic instruction for students creating projects while incorporating all modalities of NYS ELL Standards and the Common core Learning Standards.

In grades 1 and 2 (self-contained), the teacher uses Ready Gen which is aligned with the Common Core Standards and implements thematic instruction for Social Studies and Science, thus reinforcing content area themes, as well as, enrichment with scaffolding techniques and frontloading vocabulary. Each lesson is planned to provide an opportunity for Reading, Writing, Listening and Speaking in English.

In grades 3-8 classrooms the ENL teacher in conjunction with the classroom teacher implements Ready Gen and code-X for ELA, MacMillan/McGraw Hill series for Social Studies and Science, Engage NY and GoMath for mathematics as well as Glencoe New York State Science for Science instructions.

Ready Gen and Code-X a path to Common Core success with digging deeply into complex texts is expanding on big ideas, creating connections and relationships to ensure enduring understandings.

For these grades the ENL teacher confers with ELL students during instruction and independent practice to provide reading and comprehension strategies, while building on fluency in order to dissect text comprehension problems. The teacher uses scaffolding techniques incorporating ESL methodology in order to make content more comprehensible. Some of our teachers create mini lessons in video format that adds additional support for students as they can access them from home.

Most of our classrooms have smart boards that the teachers use for instruction. Additionally teachers can use e-readers as well as laptops or ipads with their students. Each classroom has several desktops as well that can be used for research and instruction.

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

We provide native language content area glossaries, dictionaries, etc. We make use of technology based translation programs as well as other technologies that enhance language acquisition (Rosetta Stone, Imagine Learning,...) for ELLs. When necessary we provide native language support through Translation through volunteer interpreters.

Students receive extra time during assessment.

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

All required services support and resources correspond to ELL's ages and grade levels. Materials are age and grade level appropriate and support materials that correspond with the entering, emerging, transitioning, expanding and commanding proficiency levels of the overall NYSESLAT proficiency rating.

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).

In order to assist newly enrolled ELL students before the beginning of the school year, students and parents are invited to attend a "Welcome and Orientation" session. During this session students and parents are given a tour of the school facilities. Tours are conducted by the bilingual (Spanish) Parent Coordinator as well as administration. Prospective parents and students are made aware of program offerings and services that the school provides. Parents are made aware of the parent support meetings which include monthly conversations on ELL centered topics that can assist parents and students throughout their school year. (Title III: Parent Support).

19. What language electives are offered to ELLs?

Since this, at present, is a monolingual K-8 elementary school, all classes are in English as per parent survey and selection.

20. For schools with dual language programs:

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

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
 1. At PS/MS 278 we find it imperative to not just educate ESL staff, but all administration, coaches, cluster and classroom teachers, as there is a large amount of ELL and LEP students in each classroom. We provide this training not only through Professional Development, but by including various members of staff on our Language Allocation Policy team: the Principal, Assistant Principal, ELL Coordinator, ESL teachers, Parent Coordinator, Parent Association President, Classroom and Subject teachers, Academic Intervention Service teacher, Data Specialist, Guidance Counselor, and Math Coach. We work collaboratively to support our ELLs by including a representative staff committee (principal's cabinet) that touches on all content areas and needs. Weekly grade level meetings to discuss the needs of ELLs are ongoing.
In addition, the DELLSS will provide staff development to the ELL coordinator who will subsequently turnkey and educate the staff about the different components and guidelines for the ELL population. Some of the trainings will include: data analysis of pertinent exams (NYSESLAT, NYSITELL); ELL identification; Mandates (Part 154-2); The ENL team and staff overall will further explore professional development opportunities with the United Federation of Teachers-UFT as well as others. ENL teachers are committed to devoting 50% of their professional development time to ELL specific topics.
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?
Our school invited experts from Pearson that introduced teachers to "Ready Gen" and "Code-X" books which support and are aligned with the Common Core Standards.
Teachers of ELLs will be provided with weekly professional development that pertains to their needs as chosen by the school Professional Development Team. 15% of these Pds will be ELL specific topics. For ENL teachers 50% of the total PD hours will be ELL specific.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
ELL students are provided support through the Integrated ENL model from the ENL teacher and classroom/content area teacher. The middle school ENL teacher services the same population from year to year which provides teacher/ student familiarity and consistency from year to year.
The ENL teacher and Content Area teacher consult each other throughout the week on student learning needs as well as plan for the needs of ELLs during grade level conferences which occur weekly and monthly.
Staff and administration are encouraged to meet, plan, and discuss issues pertaining to the ELL student body. Conferences help alleviate expected transition difficulties that might arise on individual student basis. Students meet with the school Guidance Counselor to determine the best choice in high schools that could meet their needs. Staff are mandated to attend weekly Grade Level Conferences where population needs are discussed.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
The Professional Development Committee will plan for Professional Development opportunities prescribed by CR Part 80.
All teachers are required to supply the school office with documentation of their session and hours. Agendas, attendance and documentations are kept in a binder in the office. All professional certificate holders are required to file documentation of their 175 hours of professional development per 5 years to the NYC DOE Office of Certification and Licensing as well as the New York State Dep. of Education Certification and Licensing.

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 the course of the school year, parents of ELLs will be invited to meet with their child's ENL teacher on Tuesdays during parent engagement time. If it is impossible for a parent /guardian to visit the school during that time alternative arrangements will be made. . During these meetings the student's language development, assessment results, language needs and future goals will be discussed. Such meeting is conducted with a qualified interpreter/translator in the language or mode of communication the parent or guardian best understands, as discussed in this school's Language Translation and Interpretation Plan.

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.

Letters will be sent to parents to invite them to the Parents' meetings. Parents will be able to choose a phone call or email instead of a personal meeting if they prefer that. A sign in sheet for parents, respectively a log of phonecalls and emails to parents will be kept in a binder as well.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. PS/MS 278 recognizes the importance of parental involvement in the development of ELL students. Parents are always welcome to share their concerns and ask questions. An orientation is scheduled for all parents with children eligible for the ENL program who enter the school system for the first time, whose language is other than English and who fail to meet the cut-off score in the NYSITELL. Parents are introduced to the programs that the NYC Department of Education offers via informative video which highlights and explains each program in depth. The Parent Coordinator will conduct Parent Workshops based on the solicited topics of interest from parent surveys. Initially, these meetings will also cover issues such as: parent legal rights, promotional standards and criteria, Department of Education and school policy, the ENL program philosophies and regulations. The PS/MS 278 School Community has created and publicized various support structures and programs to ensure all parents are aware of education options available to their children. The school Parent Association has created a website where meetings and news are discussed. The school leadership, along with the Parent Coordinator and the Parent Teacher Association provide various meetings and workshops with featured community speakers and conducted in conjunction with community groups to disseminate information that is useful to parents. Some conferences conducted by Cornell University include: "Nutrition Workshops" and "Save Energy" workshops. This school was in partnership with "Learning Leaders" an organization that trains parents on how to become volunteers in their child's school. Trained Learning Leaders cover strategies for working with children in reading, writing, and mathematics with a focus on cognitive child development and learning styles. Volunteers completed all 3 trainings and submitted 3 references to become certified Learning Leaders.

This school also works in conjunction with The NYC Fire Department which has also conducted CPR Workshops, and Fire Safety Workshops. In addition the school community keeps parents abreast of important news, events, students' progress and parent rights through parent/teacher conferences in November and March, "Back to School Night" conferences, parents' letters, flyers, newsletters and informative workshops. As a school community, we ensure that information is provided in the home language. Both the school staff and parent volunteers work as liaisons to assist in oral and written translation. Additional resources are sought through the NYC DOE Office for Family Engagement and Advocacy and the NYC DOE Translation and Interpretation Unit. The school partners with Washington Heights/Inwood Coalition which periodically conducts workshops on issues that pertain specifically to newly arrived, or recent immigrant families.

Additionally we seek the expertise of Center for Anti-Violence Education, which addresses physical defence and abuse issues.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? PS/MS 278 partners with the Inwood Community Services, a New York City funded Social Services network, which provides an Afterschool program for students. Inwood Community Services provides counseling and ESL instruction to parents as well. This school also offered workshops for ELL parents through Wellness in the Schools (WITS) and Health Plus, which offers workshop free of charge on topics such as depression, diabetes, flu and germ prevention and overall well-being. These workshops are offered in English, Spanish, Chinese and French.

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

Initially, parents are presented with the Program Selection & Survey Choice through the NYC Department of Education in accordance with State mandates as to which language program best suits the needs of their child's education. This community overwhelmingly selects English as a Second Language over other language program choices.

Parent surveys are also distributed by the PS/MS 278 Office of English Language Learners to solicit ideas and topics for workshops that would be of help to them (in regards to Title III). Parent survey forms are also distributed by the Parent/Teacher

Association in the same regards. All survey forms are distributed in English and Spanish and workshops are carried out in both languages.

Each school year, parents are also afforded the on-line and paper survey for the school report card. Findings are distributed to the school staff and issues are addressed and evaluated at faculty meetings, and weekly Principal's Cabinet Meetings.

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

The needs of the parents are addressed through multiple survey findings of their desires and needs. Other activities are mandated and inherently good practice to foster closer ties between home and school. Parental desires from survey findings dictate the types and frequencies of parental activities.

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: <u>PS/MS 278</u>		School DBN: <u> </u>	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lillian Reyes	Principal		10/2/15
C. Reilly	Assistant Principal		10/2/15
A. Gonzalez	Parent Coordinator		10/2/15
	ENL/Bilingual Teacher		10/2/15
A. Shikany	Parent		10/2/15
R. Klein	Teacher/Subject Area		10/2/15
C. Tramposch	Teacher/Subject Area		10/2/15
J. Peskie	Coach		10/2/15
	Coach		10/2/15
	School Counselor		10/2/15
A. Mateo	Superintendent		10/2/15
A. Cohen	Borough Field Support Center Staff Member _____		10/2/15
A. Kaufman	Other <u>Teacher</u>		10/2/15
K. Halpern	Other <u>Rel. Service Provide</u>		10/2/15
	Other _____		10/2/15

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **06M278** School Name: **Paula Hedbavny**
Superintendent:

Before you begin, please check the following:

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

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

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

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

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

A requirement under No Child Left Behind is that schools communicate with parents in their primary languages. Chancellor's Regulation A-663 ensures that parents are provided with a meaningful opportunity to participate in and have access to programs and services critical to their child's education. All written information from this school is disseminated in both English and Spanish at all times. Oral translation is provided in Spanish at all times.

To ensure that all parents are provided with appropriate and timely information in a language they can understand, this school distributes the Language Preference Survey to all student households. Upon return of this form, this school makes the necessary and appropriate arrangements for identified non-English and non-Spanish parents and guardians in need of written and oral translation either by using available resources provided by the Department of Education's Translation and Interpretation Unit, or by soliciting parent volunteers who can serve as translators and interpreters.

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.

Using the Department of Education Home Language Report (RHLA) for this school year 2015-16, the findings indicate there are a majority of English speaking student households (317). The latest report indicates students households in the following languages: Albanian (3), Arabic (3), Bengali (1), Bihari (1), Dutch (2) Japanese (3), Polish (1), Russian (1) Serbo-Croatian (3), Sesotho (1), Spanish (197). The written and oral translation will be provided by the NYC DOE Language and Interpretation Unit, or by

another English proficient, voluntary community, or family member. These findings will be shared with the school community: School Leadership Team, Parent-Teacher Association, School Staff and Faculty. Parent's preferred languages for both written and oral communication is either English, or Spanish. One (1) parent's preferred language is Arabic.

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.)

All documents that are typically disseminated, which include newsletters, calendars, parent-teacher conference announcements, after-school program information, NYS testing dates, letters from school leadership, etc., by this school are routinely in both English and Spanish. Written translation and interpretation services for English and Spanish are done routinely by school staff and faculty. Volunteer services for translation of Arabic will be performed by a parent volunteer. All other translation services will be provided by either the Department of Education (form letters, and surveys, etc.) where available from the website, or other volunteer school community members. This school will fulfill Section VII of Chancellor's Regulation A-663 regarding parental notification requirements for translation and interpretation services by providing assistance to all parents in order to communicate with the school effectively.

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.

4 formal face-to-face meetings will occur during this school year on 9/16, 11/5, 3/3, 5/12. Contractually, each week teachers devote 40 minutes to Parent Engagement. Communication is provided in either English and/or Spanish. Arabic translation services are provided by the NYC Department of Education Translation and Interpretation Unit, or a non-impartial parent volunteer. Informal interactions by the bilingual English and Spanish attendance teacher, guidance counselor, dean, or parent coordinator take place as needed. In accordance of new CR Part 154-2; one additional parent-teacher conference will occur during this year to discuss the progress and needs of English Language Learners. This conference will take place during the weekly Parent Engagement time.

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.

Written translation and interpretation services for English and Spanish are done routinely by school staff and faculty. Volunteer services for translation of Arabic, will be provide by an impartial Arabic speaking parent volunteer. All other translation services will be provided by either the Department of Education (form letters, and surveys, etc.) where available from the website, or other volunteer school community members.

This school will fullfill Section VII of Chancellor's Regulation A-663 regarding parental notification requirements for translation and interpretation services by providing assistance to all parents in order to communicate with the school effectively.

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.

Oral translation and interpretation services for English and Spanish are done routinely by school staff and faculty. Volunteer services for translation of Arabic is performed by a impartial parent volunteer. Outreach and assistance in oral interpretation from the New York City Department of Language and Interpretation Unit has previously been utilized for low incidence languages. All other translation services will be provided by either the Department of Education Translation and Interpretation Unit (form letters, and surveys, etc.) where available from the website, or other volunteer school community members.

Part D: Training Staff on Policies and Procedures

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

The Language Access Coordinator will ensure that all staff members are aware of how to use translation services and the over-the-phone interpreation service during a Professional Development workshop on 10/5/15. Staff members will become acquainted with the T&I Brochure, Language ID Guide, Language Palm Card.

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

This school will fulfill Section VII of Chancellor's Regulation A-663 regarding parental notification requirements for translation and interpretation services by providing assistance to all parents in order to communicate with the school effectively through written and/or oral language. This school will provide translation and interpretation assistance through the use of capable and language proficient faculty/staff members or qualified school community volunteer. Parents will be afforded the right to choose another adult of their choice for language and interpretation services. Students and other children (minors under the age of 18) will not serve as interpreters for school or staff and parents during formal and informal meetings. Staff inquiries pertaining to this regulation will be addressed to the Office of Family Engagement and Advocacy Translation and Interpretation Unit of the NYC Department of Education. Training on the language access requirements contained in Section VII of Chancellor's Regulation A-663 and on resources available to support this school's key personnel will be provided by the Department of Education.

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)

This school will use the NYC Department of Education Parent Survey to gather feedback from parents on the quality and availability of services, along with this school's Parent-Teacher Association Survey. This school and this School's Leadership Team will review and analyze findings to make necessary adjustments. Parents are also afforded the opportunity to address the quality and availability of services at monthly Parent-Teacher Association Meetings and monthly School Leadership Team Meetings.