

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

30Q002

School Name:

P.S. 002 ALFRED ZIMBERG

Principal:

AMY GOLDMAN

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Public School 2Q School Number (DBN): 30Q002
Grades Served: K-5
School Address: 75-10 21 Avenue, East Elmhurst, New York 11370
Phone Number: 718-728-1459 Fax: 718-274-4332
School Contact Person: Gina Serafin Email Address: GSerafin@schools.nyc.gov
Principal: Amy Goldman
UFT Chapter Leader: Salvatore Anzaldi
Parents' Association President: Margaret Mosomillo-Murtagh
SLT Chairperson: Gina Serafin
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Nicoletta DiJoseph
Student Representative(s):

District Information

District: 30Q Superintendent: Dr. Philip Composto
Superintendent's Office Address: 28-11 Queens Plaza North, Room 518, Long Island City NY 11101
Superintendent's Email Address: PCOMPOS@schools.nyc.gov
Phone Number: 718-391-8323 Fax: _____

Borough Field Support Center (BFSC)

BFSC: Queens North Director: Lawrence Pendergast
Director's Office Address: 28-11 Queens Plaza North LIC, NY 11101
Director's Email Address: lpender@schools.nyc.gov
Phone Number: 718-391-8222 Fax: _____

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Amy Goldman	*Principal or Designee	
Salvatore Anzaldi	*UFT Chapter Leader or Designee	
Margaret Mosomillo-Murtagh	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Adrianna Lynch	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	
Angela Panapolus	Member/PARENT	
Cindy Colleta	Member/ PARENT	
Nicolleta DiJoseph	Member/ PARENT	
Gina Serafin	Member/ AP	
Kristen Sliasky	Member/ Teacher	
Veronica Watkins	Member/ UFT- Paraprofessional	

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.

P.S. 2 is a community school situated in East Elmhurst, Queens, in a culturally diverse neighborhood. Our population consists of students that are- 23% Asian/Indian, 1% Black, 36% Hispanic, and 39% White/Arabic. Our special populations consist of 19% ELL and 15% SWD (Students With Disabilities). We are a school that is consistently 'In Good Standing', with 38% of students meeting State standards for ELA, and 49% for math (both are percentages that exceed District and City averages).

Our mission is to nurture every individual student's gifts and abilities. P.S. 2 works diligently to impart to all children that there can be no success without hard work. Students should be curious, hard-working, self-disciplined, and interested in being problem-solvers. P.S. 2 students should also be honest, kind, respectful, and tolerant of differences.

Staff, parents, guardians, and other significant adults will help to make a strong foundation both academically and socially for each individual child. All available resources from our community and school will be utilized to help the children of P.S. 2 reach their goals.

One of our student populations with special needs are our ELLs (English Language Learners). These children make up almost a fifth of our school and range from beginners- proficient . Our focus is to employ strategies that would be successful for all of our English Language Learners while at the same time aligning their instruction to the rigor of the Common Core Standards. With the support of Educational Consultant Maryann Cucchiara we worked on ESL strategies that help students decipher complex texts for the 3 'L's'- language, literacy, and learning. The strategies involved have been so successful that we have taken them building-wide. Our ELL students faired ' Excellent ' on closing the achievement gap on our most recent School Snapshot.

An area in which we do well, according to the Framework is Collaborative Teachers . Our teachers meet a minimum of once a week for inquiry work and have at least one common-prep a week to plan. Each grade has 4-6 teachers depending on the special needs of that grade, including one self-contained ESL classroom teacher. Working together each individual brings their own strengths and insights to the table. The inquiry work is focused and pertinent as the teachers follow a template that encourages them to look at student work for trends around the same area in focus. Teachers also meet at least once a month for vertical inquiry work which is inter-grade, helping teachers to plan based on where their students need to be in the future.

One area we are continuously working on is building strong community and family ties. This year we added several forms of communication with parents so that they can feel that they are more apart of school instruction and events. We understand that in order for children to be successful they need to have a bridge between home and school that is supported by all members of the community. Our Administration has made many changes that affect this, and our teachers maintain logs of communication that reflect it. We have a Global-Reach telecommunications systems so that all parents and guardians are sent updates and reminders of important events. Our parent coordinator runs workshops on a regular basis to inform and attract parent participation. We have instituted a weekly curriculum overview for all parents by grade, both electronically and hard-copy. We have a weekly parent meeting time, and a full-time guidance counselor. We send out interim progress reports in between report cards. Our PTA Executive Board meets once a month with teachers (on a rotating basis) to discuss any issues and upcoming events. With all this we are always looking for ways to increase communication and provide support for all of our parents in order to ensure the success of every one of our students.

30Q002 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	650	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	64.6%	% Attendance Rate		93.5%
% Free Lunch	64.9%	% Reduced Lunch		12.3%
% Limited English Proficient	18.8%	% Students with Disabilities		15.0%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.1%	% Black or African American		1.5%
% Hispanic or Latino	35.4%	% Asian or Native Hawaiian/Pacific Islander		23.8%
% White	38.6%	% Multi-Racial		0.6%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	11.1	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		7.08
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	37.9%	Mathematics Performance at levels 3 & 4		49.1%
Science Performance at levels 3 & 4 (4th Grade)	85.8%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
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		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

Part 1 – Needs Assessment

- | |
|--|
| <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–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. |
| <ul style="list-style-type: none"> • 38% of our students met the standards for their grade on the state ELA exam • 28 students grades 3-5 scored at proficiency level 4 on state ELA exam • <i>Advance</i> summary sheets indicate that a majority of our teachers scored a developing in 3C (engagement/rigorous instruction) at least once |

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–Rigorous Instruction. 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>
<p>By June 2016, we will show at least 75% of the staff Effective or Highly Effective for 3C (engagement/rigorous instruction) on <i>Advance</i> summary reports.</p>

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:	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?
<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. 	All staff members	Monday afternoon PD and	Administrators and lead teachers

questioning and discussion techniques, differentiated instruction.		Chancellor PD days	
Performance tasks at the end of each thematic unit that assess higher order thinking, periodic assessments three times during the school year.	Students	9/2015-6/2016	Classroom Teachers
Problem of the Day in math to promote critical thinking.	Students	Every day during math period	Classroom Teachers

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.											
Substitutes for intervisitations and planning sessions; supplementary materials for trade books and mathematical word problems											
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		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.
Upon completion of 2 nd round of informal observations we will see an improvement in student engagement and higher order thinking instructional practices.
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.

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.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Professional Development will focus on improving student engagement through student questioning</p>	<p>full staff</p>	<p>Monday 2:20-3:40</p>	<p>Administration and Lead teachers</p>
<p>Intervisitations</p>	<p>teachers developing for 3B and 3C</p>	<p>After first and second round of observations</p>	<p>Lead teachers</p>
<p> </p>	<p> </p>	<p> </p>	<p> </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	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.

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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 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.
- On the School Snapshot we received a rating of ‘Good’ for teacher collaboration
 - On our 2013-14 QR we received a ‘Proficient’ for teacher inquiry teams
 - We have implemented the use of a teacher team template that incorporates looking at previously tried strategies and student trends in order to focus inquiry
 - We have begun monthly vertical (inter-grade) and department level inquiry team meetings
 - Through an SBO teachers have agreed to use the 35 minute teacher time on Tuesdays (3:00-3:30PM) for weekly inquiry team meetings; in addition to common prep time

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, 60% of teacher teams will have met at least twice a month for inquiry work based on student outcomes on performance tasks.

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>
SBO for weekly meetings every Tuesday	Teachers	9/2015-6/2016	UFT Rep oversees SBO; each grade retains log of minutes
Common preps	All grades	9/2015-6/2016	Administration
Work-sessions for vertical and inter-grade meetings	Teachers	Monthly 9/2015-6/2016	Administration and teachers
Teacher team template	Teachers	9/2015-6/2016	Teachers

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Substitutes to allow work-sessions across grades and departments</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	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

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>Teacher team meeting minutes will be reviewed bi-monthly by administration in order to ensure continuity and focus</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
 - Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.
-
- All observations (both formal and informal) were completed, with feedback session, by the end of April 2015
 - Advance MOTP final reports show teachers scored at 43% Highly Effective and 51% Effective
 - According to our annual survey and School Snapshot- 89% of teachers surveyed that professional development is of quality.

Part 2 – Annual Goal

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

By May 2016, the administration will have completed 100% of all observations with feedback to each teacher providing their individual strengths and actionable next steps in order to impact greater student success through more effective practice.

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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>
<p>PD will reflect areas where a majority of staff have shown a need for improvement on Advance summary reports</p>	<p>Teachers</p>	<p>9/2015-6/2016</p>	<p>Administrators and Lead teachers</p>
<p>Common Core planning sessions</p>	<p>Teachers</p>	<p>9/2015-6/2016</p>	<p>Administration and Teachers</p>
<p>Observations with post meetings</p>	<p>Administration</p>	<p>9/2015-4/2016</p>	<p>Administrators</p>
<p>Learning walks focusing on areas of need</p>	<p>Administration</p>	<p>9/2015-4/2016</p>	<p>Administration and Teachers</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>Subs to cover teachers for grade level planning</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
X	Tax Levy	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

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>By January 2016, Advance observation dashboard will show the first informal and formal rounds of observations will be completed for 100% of the teachers.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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.
- On our School Snapshot we received score of ‘Good’ for communicating expectations to students and staff
 - Systems for Improvement and School Culture were at 93-94% on the Environmental Survey; where we scored a satisfaction rate of over 95% for communication with parents
 - We have begun to include many more venues for home-school communication including- weekly curriculum overviews and Progress Reports to parents
 - We are now utilizing STARS for report cards and include PID (Promotion In Doubt) in comments as needed

Part 2 – Annual Goal

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

By June 2016, all parents will have received a minimum of 3 Progress Reports for their child, indicating progress between report cards.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Teacher logs of parent meetings for Tuesday afternoons	Teachers and Parents	Tuesdays 2:20-3:00PM	Teachers will give copy of logs to administrators
Curriculum overview to parents weekly	Teachers	Weekly	Teachers
Assessment binders and logs to track student progress	Students	Ongoing	Teachers
Periodic Assessments	students	Fall Baseline, Benchmarks, and EOY	Teachers

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.											
Translation money (ink, paper, translations) for Progress Reports, Online Periodic Assessment tools											
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.
Spring 2016 at least 2 Progress Reports should have been sent to parents
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)	State exam results, teacher recommendation, RTI and SIT Team referral	1. Reading Street (Pearson) leveled texts 2. Writing to Source (Pearson)- argumentative and informative writing 3. Saturday Test Prep 4. Direct Instruction (SRA)- remedial phonics program 5. RTI Teacher- Gr 2-5	1 and 2- Delivery method daily according to UDL principle I; Differentiated instruction in small groups 3 Two Saturdays in March 2016 9:00-11:30 AM smaller class size 4 Daily small group AIS with classroom teacher 5 Small groups of students performing at level 1	1 and 2- During the school day 3 Saturdays- in the spring (dates TBD) 4 During ELA block daily 5 During the school day
Mathematics	State exam results, teacher recommendation, RTI and SIT Team referral	1. Go Math (HMH)- CCLS aligned program 2. Saturday Test Prep 3. RTI teacher- Gr2-5	1. Delivery method daily according to UDL principle I; Differentiated instruction in small groups 2. Two Saturdays spring 2016 9:00-11:30 AM smaller class size 3. Small groups of students performing at level 1	1. During the school day 2. Saturdays-in the spring (dates TBD) 3. During the school day
Science	Teacher judgement, unit assessments	CCLS aligned units delivered according to the principles of UDL, including	Tier I intervention delivered by the classroom teacher at least twice a week	During school time

		technology, leveled nonfiction texts, and differentiated activities		
Social Studies	Teacher judgement, unit assessments	CCLS aligned units delivered according to the principles of UDL, including technology, leveled nonfiction texts, and differentiated activities	Tier I intervention delivered by the classroom teacher at least twice a week	During school time
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Parent request, SIT or teacher recommendation (with parent consent)	Guidance Counselor- play and art therapy, role play, and discussions. Psychologist (M, W, F)- at-risk counseling	Guidance Counselor- small group, 1:1, and classroom presentations Psychologist- 1:1 counseling	During school time

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.
<p>Prior to hiring a candidate, their credentials are verified by our District's HR Director to ensure that the candidate holds valid NYS certification in that license area. The BEDS survey is reviewed periodically by the principal and the Human Resources director who works with our school to ensure that every teacher's assignment aligns with their license area so that all teachers are reported as Highly Qualified on the BEDS Survey.</p> <p>Strategies and activities used to attract highly qualified teachers to our school include:</p> <ul style="list-style-type: none"> · Frequent communication with our District Human Resources Director when vacancies occur. · The District Human Resources Director partners with Central for assistance and guidance and for candidate referrals. The Central Office of Talent and Recruitment partners with colleges to locate highly qualified candidates. · The school participates in Central Hiring Fairs where pre-screened HQT candidates are interviewed and recruited. · The school establishes a partnership with a local college to support the grooming of student teachers in the search of HQT candidates. · The school engages in interviews with HQT candidates from The Open Market Hiring System and The Absent Teacher Reserve (ATR) Pool. · The school establishes a rigorous interview protocol that includes intensive criteria for the selection of new staff members including demonstration lessons, interviews, and a review of New York State certification/licensing. · The school maintains a professional library to promote promising and effective practices. · The school provides teachers with curriculum maps, instructional resources and professional learning opportunities designed to ensure high quality instruction.

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).
<p>Professional Development is delivered whole group, by grade level, and individual according to need. Staff surveys are conducted, and observation data is analyzed in order to plan PD. All PD is aligned to the Citywide Instructional Expectations and instructional shifts in order to insure that it is CCLS aligned. We also review teacher effectiveness best practices, by reviewing Danielson elements and domains and having teachers share an example of a strategy that is highly effective. We also conduct PD weekly on Mondays from 2:20-3:40PM.</p>

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.).

We begin our Kindergarten year with an orientation session for parents and students with the child's classroom teacher. At this session all services, curriculum, expectations, and concerns are discussed one-on-one. We also conduct a *Meet The Teacher* program within the first few weeks of school by class so that parents can learn how they can support their child academically. Any child that is coming in with an IEP from pre-school will have their services reviewed by our psychologist so that they are placed appropriately and that there are no gaps in service that the child requires.

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.

Teachers were consulted by grade as to the programs (ELA and math) and assessments (periodic) they would prefer. The programs they selected, *Reading Street* (Pearson) and *Go Math* (HMH), have chapter and unit assessments that help guide instruction. Administration meets with teachers by grade to review the most beneficial way to utilize the programs, assessments, and teacher's guide. A coach was hired to support ELA and math instruction, mentor new teachers, and turn-key and act as resources in these areas. Through PD days, Monday afternoon sessions, common preps, and work sessions (where subs are hired so that teachers have extra time to plan together) teachers share the latest best practices across CCLS aligned curriculum lessons and units.

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	257,225.00	X	11, 15, 17, 19
Title II, Part A	Federal	112,428.00		
Title III, Part A	Federal	14,216.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,393,668.00	X	11, 15, 17, 19

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. **PS 2** in compliance with the Section 1118 of Title I, Part A of the No Child Left

Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **PS 2** 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 our 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-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-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 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 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-Teacher Association and Title I Parent Committee;
- supporting or hosting Meet the Teacher, Literacy Fair, and other special events
- maintain a Parent Resource Center/Area (room 131B); 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;
- provide school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC) Template

PS 2, 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)
- 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 made available to 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>PS 2Q</u>	DBN: <u>30Q002</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 checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>60</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 type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>12</u>
of certified ESL/Bilingual teachers: <u>3</u>
of content area teachers: <u>9</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: _

We will be offering an after-school program to ELLS in grades 2-5 in the Spring for 10 sessions. The sessions will run 2 hours from 2:30-4:30 on Wednesday afternoons. The classes will be taught by two ESL certified teachers. They will teach reading and math skills such as reading fluency, reading comprehension, understanding complex texts, math numeration and operation, word problems, and real world application. This will be implemented through ESL strategies and best practices, including language work and listening and speaking standards. Materials will be purchased to reflect these skills. We are also going to be conducting a Saturday Academy for students grades 3-5 in the spring 2015. Our ESL students will be instructed by an ESL teacher on skills and strategies in math and ELA on four Saturdays in March and April (two-ELA and two-Math) from 8:30-11:30AM on these Saturday mornings. ESL students will be in self-contained classes with ESL instructors. The Saturday Academy and After-School program will comprise more than 60% of the funds(\$9,320.00).

Part C: Professional Development

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

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

Begin description here: _

The artist in residence will conduct one day of PD for our ESL teachers in aligning the arts to instruction. The ESL teachers teaching the ESL after-school program will have their own PD the first session, in order to review materials, ESL instructional strategies, and best practices. This will be facilitated by a member of the administration.

ESL teachers will receive PD in CCLS aligned instructional best practices through a labsite model. Subs will be hired so that staff can meet by grade, both in-class to view lessons and in work-sessions, to review and discuss language work best practices. These sessions will also take place whole group on Election Day (11/4/14) to plan and share language instruction strategies.

ESL teachers will also be joining the Network level ESL instructional PD with Ms. Maryann Cucchiara.

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

Part D: Parental Engagement Activities

Begin description here: _____ In addition to the ELL Parent Orientation where parents meet the ESL department and Parent Coordinator we offer several workshops for parents to attend. The workshop information is disseminated via multi-lingual fliers and a telephone outreach program. Some of the topics include:

- An invitation for ELL parents to an information session District-wide
- Cornell University Nutrition Workshops for Parents- 8 sessions
- Dial-A-Teacher Parent Workshop

There are workshops on a variety of topics (that are currently being scheduled) that are pertinent to all parents, with translators available upon request. Some of these include, but are not limited to- free English classes, computer classes, job readiness, Literacy Zone, and Consortium for Workers Education. Administration in conjunction with the parent coordinator will conduct a workshop on the Common Core Curriculum and another workshop on Guidelines for the State exams.

Translators are hired for formal Parent Teacher Conferences and made available upon request for all other meetings.

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <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 30	Borough Queens	School Number 002
School Name The Alfred Zimberg 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 Amy Goldman	Assistant Principal Gina Serafin
Coach N/A	Coach N/A
ENL (English as a New Language)/Bilingual Teacher Angela Proios/ENL Grade 4	School Counselor Andrea Martin
Teacher/Subject Area Justin Klee ENL/Special Ed.	Parent Ms. Rupinderjit Kaur
Teacher/Subject Area Julie Vulkej ENL/Special Ed.	Parent Coordinator Karen Carocchio
Related-Service Provider Stephanie Nieves/Speech	Borough Field Support Center Staff Member Mr. Goldenback
Superintendent Dr. Composto	Other (Name and Title) Kristen Sliasky (Grade K ENL)

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	6	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	8
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]	6	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	610	Total number of ELLs	104	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 type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <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	105	Newcomers (ELLs receiving service 0-3 years)	78	ELL Students with Disabilities	22
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	26	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	79	0	16	26	0	5	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 1

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

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

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	4	13	13	3	8	7								0
Chinese	0	0	0	0	1	0								0
Russian	0	0	0	0	0	0								0
Bengali	1	4	0	3	0	1								0
Urdu	2	2	3	1	1	0								0
Arabic	3	2	7	3	4	1								0
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	0	0	0	0	0	0								0
Punjabi	4	0	0	0	0	0								0
Polish	0	0	0	0	0	0								0
Albanian	0	0	0	0	0	0								0
Other	4	2	4	1	2	1								0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	9	4	2	3	3	1								0
Emerging (Low Intermediate)	3	2	4	1	1	3								0
Transitioning (High Intermediate)	4	1	3	3	1	1								0
Expanding (Advanced)	22	13	18	4	5	5								0
Commanding (Proficient)	27	3	4	9	11	5								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	0	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	2	5	12	18	7	0								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	8	8	0	0	0
4	11	3	1	0	0
5	5	3	1	1	0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	3	0	0	2	6	0	2	0	0
4	6	1	9	0	1	0	1	0	0
5	5	0	2	0	2	0	2	0	0
6									0
7									0
8									0
NYSAA									0

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 The assessment tools our school uses to assess early literacy skills of our ELLs are Fountas and Pinnell running records, Performance Tasks, and the NYSITELL and NYSESLAT scores. Additionally, our math and literacy programs both have baseline assessments that are administered in the beginning of the year. The data derived from these assessments help inform our school's instructional plan by providing necessary information to address the specific skills needed by our ELL's in order to attain grade level literacy. Running records help us identify the reading level for each ELL student; results have shown many ELLs are below standards for proficiency with complex texts. Performance tasks which are administered at the end of every math unit and twice a year in literacy are graded based on a four point rubric. Student growth is further analyzed throughout the year in each sub-category for a performance task. The NYSITELL and NYSESLAT scores inform our instructional plan by providing information about which students are considered entering, emerging, transitioning, expanding, and commanding.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Data patterns based on the NYSITELL and NYSESLAT reveal a significant gap between listening and speaking ability and reading and writing ability. Based on the 2015 NYSESLAT, 27% tested at the commanding level (31 students proficient overall- 1 in kindergarten, 4 in grade 1, 10 in grade 2, 11 in grade 3, 4 in grade 4 and 1 in grade 5). In addition, 72% tested either expanding or commanding whereas 18% tested entering or emerging.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 The AMAO tool will be utilized to pin-point students who are progressing at a slower rate than their peers. As a result, these students can be flagged and be pulled for small group instruction for Tier I intervention, within the class or for RTI (Response to Intervention), or as necessary Tier II. The tool will be used to look for trends in school performance among sub-groups within the school. In addition, the tool will be used to determine if the school has met AYP in the various categories.
- 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?

- b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

A. In terms of performance, ELLs have preferred to take tests in English as opposed to their native language. For example, based on the 2015 Common Core Math exam, all of the students offered the Spanish version, utilized the English version only.

B. N/A

C. N/A

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](#).]

Our school uses data to guide instruction for ELLs within the Response to Intervention(RTI) framework by focusing on the interaction among instruction, assessment, and intervention. Interventions for ELLs begin with Tier I services. Within Tier I, classroom teachers use high quality, rigorous reading instruction that is aligned to the Common Core Standards. They provide students with research based strategies and customize instruction to meet the needs of the ELL students and insure positive outcomes. Classroom instruction is differentiated to meet the students' individual needs. A screening assessment is administered to determine whether students require additional support. Based on the data collected, students demonstrating patterns of concern (as flagged by the AMAO tool) are provided with increasingly intensive interventions to proactively address their difficulties in through RTI. Tier 2 and 3 instruction is provided by: the SETSS teacher, a general education teacher that pulls small groups, or a speech teacher; all of whom are appropriately certified. Performance and achievement are monitored regularly to assist school staff in determining whether students are making progress. Interventions and support techniques are adjusted or changed, depending on information gathered from both formal and informal assessments. Every Wednesday, at the RTI team meeting, students progress is reviewed regularly and decisions about how to best meet each child's educational needs are discussed. Throughout this process, parents are notified of their child's progress.

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

Our school makes sure that a child's second language development is being considered in instructional decisions by first evaluating their English proficiency level through formal and informal assessments, which is in accordance with NYC DOE guidance and then using that information to help guide instruction. The classroom teacher then establishes procedures for assisting all students that require native language support during all instructional lessons; for example- a partner for turn and talks will be assigned based on the student's native language. Tier I instruction and Tier 2 and 3 interventions must be culturally relevant and linguistically challenging through the focus on academic language instruction embedded into all content area learning.

7. For dual language programs, answer the following:

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

N/A

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

ELL programs are evaluated by the ESL staff and administration by analyzing data on NYSESLAT, ELA Performance Tasks, online assessments, and students' classwork. At this time all ELLs have met our AYP.

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.

In order to intially identify ELLS, our school is utilizing the most current regulations as set forth by the new CR154 documented in the ELL Policy and Reference Guide. First, when a parents comes to enroll their child, our school secretary Anna Casale (who also speaks Greek) assists the parents in filling out the registration forms, and calls a staff member that speaks their native language to assist. Additionally, an ESL certified teacher conducts an interview to build rapport with the child and fills out the HLIS. The home language survey is administered upon registration in conjunction with an interview with the parent and child in order to determine the home language of that student. Translation services are available in Bengali, Cantonese, French, Greek, Hebrew, Korean, Gujarthi, Hindi, Italian, Montenegrin, Punjabi, Serbo-Croatian, Polish and Spanish. Every effort is made to locate translators for other languages through methods such as reaching out to parents or using the interpretation service which is avaiable through the DOE's Translation and Interpretation Unit so that parents can have their questions answered in their prefered language. The HLIS is administered as part of general intake procedures. After the HLIS surveys are completed, the school secretary, Anna Casale enters the data into

ATS. A designated ESL certified staff member (Mr. Klee) then reviews the completed forms and determines NYISTELL eligibility through the interview process. For example, when one question on the home language survey for questions (1-4) is answered as yes, they are considered eligible to take the NYISTELL. Additionally, when two questions from numbers (5-8) are answered yes, they are also considered eligible to take the NYISTELL. Next, student eligibility for administering the NYISTELL is determined. The Language Proficiency Team along with the parent will determine if there are students with disabilities that are the more predominant reason for their language difficulties (i.e. Speech and Language Disability.) This team will consist of the parent, two administrators, two teachers that are certified in ESL and Special Education as well as a certified Bilingual (Spanish) speech therapist. Third, the NYISTELL will be administered to any student who does not meet the criteria explained prior. Next, we will print the NYISTELL answer documents and administer the test using a team of several staff members (certified in ESL) to ensure that the assessments are completed in a timely manner and within the first five days of enrollment. Based on the results of the NYISTELL, ELL eligibility is determined. If a child scores at or below the following cut-off score (in September): kindergarten (0-31), first grade (0-57), second grade (0-56), third grade (0-60), fourth grade (0-61) and fifth grade (0-54) then they are eligible for ESL services. The Spanish Lab-R will be also administered for those qualifying students whose home language indicates Spanish. This is administered in the same way by a certified teacher who is a speaker of Spanish. Stephanie Nieves (a bilingual speech teacher (Spanish) will administer the Lab-R for the 2015-2016) school year. This data will be used just for instructional decisions and not for eligibility. When a newcomer is considered to be SIFE (Student with Interrupted Formal Education) based on the oral interview questions, then the LENS will be administered to students whose home languages are Arabic, Bengali, Chinese, Haitian Creole, or Spanish by an ESL certified staff member .

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).

In order to identify SIFE students, we first administer the oral questionnaire to students. If they are deemed to have at least a two year academic gap then the LENS will be administered to students. This assesses students in math, vocabulary, early literacy and reading comprehension .

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

In order to accurately identify the ELL status of newly enrolled students with disabilities, we have formed the LPT consisting of a speech teacher, special education teachers, ESL teachers, and the parent. They will meet together to determine if language difficulties are caused by a student's disability or by their language deficiency. We will follow the flow chart which is explained in detail in the ELL Policy and Reference Guide. First, we will look at the home language survey to determine possible ELL eligibility. Then, the LPT will determine if the NYISTELL should be administered. If the team determines that the student's disability is the primary factor inhibiting language development, the NYISTELL will not be administered and ELL status will not be assigned. In this case, this will be approved by the principal and then the superintendent. The parent will be notified within three days of the superintendent's decision. If it is determined that the student should take the NYISTELL, it is administered and the student will continue with the ELL identification process in the same manner as their peers.

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

Our Language Proficiency Team consists of: Gina (Assistant Principal (ESL), Juile Vulkej (Special Education/ESL certified teacher,) Justin Klee (Special Education/ESL certified certified,) Lydia Tsiforas (Assistant Principal, Special Education) Karen Caroccio (Parent Coordinator) and a parent of a serviced ENL child. The team will work collaboratively to ensure that letters are sent within five days of being tested and in the child's native language whenever possible and to make sure that each parent with a student entitled to ESL services is given a letter explaining how their child became eligible based on how they answered the Home Language Identification Survey (HLIS) and their child's score on the NYISTELL. Attached to the entitlement letter is a Parent Survey and Program Selection form. These are all sent in English, as well as in the student's native language. Parents are invited to attend the Parent Orientation explaining all 3 programs. These orientations were held on 3 occasions: Tuesday, September 22, 2015 at 8:15 AM and 2:20 PM and Friday, September 25, 2015 at 8:15 AM. Additionally, letters are sent home with the child, along with a phone call to alert the parent to check the child's bookbag.

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 will be informed via letter and phone call in their native language (whenever possible) that they have the right to appeal ELL status in 45 days of enrollment by explaining that at any time the parents can request that the child's status be re-evaluated. This process can be utilized by current ELLs as well as non ELLs. There are several steps that will be followed in order to ensure that proper protocol is followed.

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

In order for parents to be aware of all of the programs choices a thorough explanation will occur at the parent orientation which will be held within ten days of the start of the school year. At the orientation a video will be shown in the parents' English and native

language if possible. At this meeting, the program choices will be explained. After parents are informed of all three program models at the parent orientation, schools must provide parents with a Parent Survey & Program Selection Form (in the parents' preferred language), where parents can indicate their program choice, translators are available at this meeting in our second dominant language- spanish. The parent then has five days to return that form.

Parents are the sole determinants of the programs their children receive and schools are required by law to notify parents of their child's eligibility for ELL services and provide information and program choices through parent orientations. When a new ELL enrolls in our school, we must inform parents of the three instructional models available in New York City, regardless of whether the preferred model is currently offered in our school. Therefore, we provide parents of newly enrolled ELLs with a parent orientation. A notice is sent home in English and the native language to inform the parents of the three programs offered, the Parent Survey and Selection form along with an invitation to attend the parent orientation, within 10 days of placement. The ESL department hosts the orientation along with the Parent Coordinator, Karen Caroccio. At the orientation, parents watch the Parent Orientation video explaining the three programs: Transitional Bilingual, Dual Language, and Freestanding ESL and are able to ask questions about these programs. The video is available in 13 languages and parents may watch it in their native language if they request it. At the orientation parents also have the opportunity to fill out the Parent Survey and Program Selection form. The parent's 1st choice selection must be entered into the ATS within 10 days of enrollment. If a parent chooses an option that is currently not available in our school, we provide them with the option of either keeping their child in the ESL program we have available or giving the parent the opportunity to transfer to another school that offers their 1st choice. If this is the case, we contact the office of English Language Learners who can coordinate the transfer with the office of student enrollment.

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

Entitlement letters are sent home to parents within 10 days of placement. Mr. J. Klee will make sure that each parent with a student entitled to ESL services is given a letter explaining how their child became eligible based on how they answered the Home Language Identification Survey (HLIS) and their child's score on the NYISTELL/LAB-R (Spanish, if applicable.) Attached to the entitlement letter is a parent survey and program selection form. We utilize translated forms from the Department of Education, whenever possible (Arabic, Spanish, Bengali.) In addition, the letter is sent home in English. Parents are invited to attend the Parent Orientation explaining all 3 programs. If a parent does not attend the Parent Orientation, 2nd notices of Parent Survey and Parent Selection forms along with a website to view the Parent Orientation video are sent out and phone calls are made by the ESL coordinator explaining the 3 programs and the importance of the prompt return of the forms they will be receiving. This year 100% of the parents attended the orientation. Parents are also invited by the ESL coordinator to come in to the school and watch the parent orientation video if they are unable to view it online or need explanation in person. Once a Parent Survey and Selection form is returned, the ESL coordinator makes sure that Parent's 1st choice is entered into the ATS screen by the secretary. A list is kept to make sure records are accurate and all Parent Selections of eligible ELL students are entered. If a student has still not sent back the forms a 3rd phone call is made and notice is sent home. The ESL coordinator (Mr. Klee) follows-up by asking the classroom teacher on a daily basis if the forms have been returned and collects them once they have been returned. The information is immediately entered into the ATS system. The ESL coordinator then stores the Entitlement letters, Parent Surveys and Program Selection Forms in a secure location in the ESL room. Additionally, a spreadsheet will keep the information organized. If any form is not returned the default program is bilingual; however, at this time we do not have the minimum required number to open a bilingual class.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. The school monitors the parent survey and program selection forms that have been completed by keeping the information organized in a spreadsheet. As described in the previous questions, follow-up communication will occur with those parents who have not completed or returned the letter. Additionally, a spreadsheet will keep the information organized. If any form is not returned the default program is bilingual; however, at this time we do not have the minimum required number to open a bilingual class.
9. Describe how your school ensures that placement parent notification letters are distributed. We will ensure that placement parent notification letters are distributed by organizing the information on a spreadsheet. The parent notification letters will also be sent out in the child's native language whenever available. They will be distributed in English as well as the child's native language when possible. They will be put on an official school letter head.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). All ELL related documentation including, HLIS, non-entitlement, and entitlement letters are placed in file folders in a secure location. Additionally, translated versions will be kept on 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.

All of the staff administering the NYSESLAT receives training in administration. Relevant information from the administration manual is shared with staff. The speaking portion is administered by an ESL teacher within the testing window. Then, the listening portion is administered using the CD ROMs provided by New York State. Then, following the testing window (as per New York State) and test

scheduling guidelines the other portions (reading and writing) are administered over a three day window. Relevant testing accommodations are adhered to according to their IEPs or 504 plans.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Our school ensures that continued entitlement and transitional support parent notification letters are distributed by analyzing the results of the NYSESLAT and by using a spreadsheet to organize the data. Follow-up letter and phone calls will be made as needed.
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).

For the last several years the majority of parents are requesting a free-standing ENL program. The few that requested bilingual classes did not meet the minimum number for opening the class; these parents decided to remain here and have their children serviced through our free-standing ENL program.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.
Instruction will be given to students with mixed proficiency levels by a full time certified ESL self-contained classroom teacher.
 - 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)?
We will place any ELL student regardless of proficiency level in a self-contained ESL classroom taught by a licensed teacher. Therefore, they will receive more than the minimum number of instructional minutes. Additionally, in order for former ELLs to receive the 90 minutes of instruction, or half a unit of ENL instruction, they will either remain with the ESL class or receive Tier instruction from a certified ESL instructor for two fifty minute periods a week.
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.
Students will receive the required stand-alone ENL as well as integrated units of ENL through a variety of methodologies alligning to the Common Core Learning Standards (CCLS). Using ESL strategies and methodology such as Total Physical Response (TPR), visuals, scaffolding and teaching academic language through thematic units of study, literary non-fiction, phraseology, accountable talk, and word play. In addition, all of the ENL teachers will use a variety of modalities in instruction and activities. Additionally, the teachers will use a variety of strategies to make content comprehensible including pre-teaching, targeting vocabulary, building background and integrating speaking and listening skills into their everyday activities. In order to maximize English language acquisition for the ELLs, the ESL teachers work closely together to develop and deliver literacy instruction, as well as differentiated content area instruction to meet the learning needs of all of the ELLs. In addition, a Promethean Board will be used to provide visuals and mechanisms of building background knowledge. Teachers will be able to utilize the ESL components of our core programs: Reading Street (literacy) and Go Math (mathematics.) These programs include additional components that build language and background knowledge for ELLs. Additionally, both programs have portions available in Spanish.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

In order to ensure that ELLs are appropriately evaluated in their native languages, we provide students with native language versions of the Math and Science exams when available. A translator is provided to the student when a printed version of the test in their native language is unavailable. Practice tests in native languages are provided to the students when available. Students are permitted to use glossaries with direct word to word translation from English to their native language.

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

We ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year by including Listening, Speaking, Reading and Writing in all our lessons. Students need to listen, answer questions, speak to each other, read and write during group work and independent practice after each lesson of every subject. For listening and speaking all grade levels have a 'Discussion Rubric' utilized by both students and teachers to assess their progress. For reading and writing the Reading Street program has chapter and unit tests as well as unit written performance tasks to assess their understanding of content as well as ELA skills progress. For mathematics the Go Math program has unit tests, in addition teachers give a problem of the day that is scored for proficiency based on a rubric. We also conduct periodic assessments that include Performance Series (grades 3-5 for ELA and math) These assessments are given at least three times a year and include skill analysis for individual students in order to plan whole class and small group instruction.

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

Differentiated instruction scaffolds skills, allowing students to build upon and expand their English language proficiency. ESL methodologies or strategies used include modeling, use of visuals or manipulatives and cooperative learning. Literacy skills are taught through content areas with a focus on vocabulary development through use of Tier II and III words, figurative language, phraseology, and word play to break down complex text.

a. Students who first entered an English language school system after grade two with interrupted, little or no formal education in their first language may attend the Title III After school program and Saturday Academy (grades 3-5) for literacy and math skills. We have no SIFE students at this time.

b. The instructional plan for newcomers who have been in US schools less than three years is to support their English language skills as they are immersed in content area learning. Various scaffolds are used, such as presenting content language in context, using visuals and manipulatives to reinforce concepts being learned. Students are encouraged to use their creativity and prior knowledge to create hands on projects related to content area thematic units. English language skills are taught through the content areas with a focus on vocabulary development. In addition, our Reading Street program includes an ELL handbook which provides differentiated activities to support literacy and language skills. Students are encouraged to develop English through use of technology by using various internet learning programs such as Imagine Learning which supports language acquisition through differentiated instruction according to each individual student's needs and pace. Students are also taught to use resources and reference materials to promote independent learning. ELA test taking strategies are taught in the classroom. The Title III after school program provides additional ELA skill building and NYSESLAT skill preparation support for English Language Learners.

c. ELLs receiving service for 4 to 6 years are generally more proficient in Speaking and Listening skills and require more support in Reading and Writing. Therefore, the instructional plan for these students is to focus on reading and writing skills by scaffolded strategies such as review of basic concepts including decoding, comprehension, and inferencing to support reading literacy lessons. Writing skills in focus include grammar, punctuation, writing sentences correctly, structuring paragraphs, and building up to essays and stories. Literacy skills are taught through the content areas with a focus on vocabulary development through the use of Tier III words, figurative language and complex language structures. Read alouds model and reinforce creative writing skills. The internet is utilized as a research tool and students are encouraged to use reference materials and available resources such as dictionaries, atlases, books and websites to support their own learning. The Title III after school program provides additional literacy support for ELLs as well as preparation for state tests.

d. Long term ELLs receiving 6 years of service have been held over in a grade. They receive Tier 1 interventions in the classroom and participate in the extended day program as well as the Title III program.

e. ELLs that have tested proficient, for up to two years will receive test modifications on exams that include directions reread and time extension. For two years, former ELLs will receive 90 minutes of integrated ENL instruction.

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.

student becomes identified as an ELL or a determination is made that they are no longer an ELL our school will ensure that their academic progress is not adversely affect by continuing to assess students both formatively and summatively to ensure that they are able to work proficiency at grade level in a general education classroom. Should data show any deficiencies our SIT team (which meets on a weekly basis) in conjuncture with the parent will review what supports would help the child most and arrange accordingly.

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?

Students with Special Needs that are also ELLS require support within the classroom in content area lessons and enrichment in English language skills. Our plan for each student is guided by the individual IEP. Through congruence amongst the classroom teacher, the support service provider, and the ESL teacher, all SWD and ELLs have set goals and small term objectives that they work on to meet together. Congruence takes place on a regular basis at weekly SIT and RTI meetings, as well as preps. The program is aimed at the development of oral comprehension, verbal skills, reading comprehension and writing skills. Students are supported within the classroom in small groups during math, science and social studies lessons and encouraged to participate fully in content area lessons. The Wilson Foundations program program and Pearson Reading Street program are used to teach grade appropriate literacy skills. Visuals and manipulatives are used to reinforce concepts being taught. Students that are ELL-SWDs receive the appropriate IEP services and goal oriented instruction from their Special Education teacher while at the same time have their language acquisition instructional needs met by having the ESL push-in teacher present for the required minutes of service during content area instruction.

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?

Our school uses curricular, instructional and scheduling flexibility to meet the needs of ELL-SWDs within the least restrictive environment by utilizing a uniform literacy program for all classes and grades, mainstreaming some students to their LRE, modifying lessons with appropriate support as per students' IEPs and combining contiguous grade levels where appropriate. Our students with disabilities and our ELLs are serviced by a teacher that is dually certified in ESL and Special Education. Other ELL-SWDs such as those in an ICT class, push-in to an ESL class in order to receive the required number of minutes. Whenever possible, students that can be mainstreamed for particular subject areas based on academic proficiency they are scheduled on a regular basis with a General Educaiton class on their appropriate grade level.

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 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

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



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

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

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

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

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



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

Chart

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.

Home Language Usage/Support	Transitional Bilingual Education (TBE)				
100%					
75%					
50%					
25%					
Dual Language					
100%					
75%					
50%					
25%					
Freestanding ENL					
100%					
75%					
50%					
25%					
TIME	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING

A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
Targeted intervention programs for ELLs in ELA, Math , and other content areas include:
-Saturday Academy- is offered for a total of four Saturday mornings for extra skill instruction from 9:00-11:30AM; it is open to ALL students grades 3-5 upon parental consent.
-Title III ESL After School program for 3-4 weeks in March (as funds allow), Tuesday and Thursday afternoons for extra skills instruction across the four strands (reading, writing, listening, and speaking) will be taught in English by certified ESL instructors, with an emphasis on Tier II academic language acquisition.
-RTI- students will receive RTI/AIS services if deemed necessary by the teacher, RTI team and if flagged by the AMAO tool.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Reading Street is our reading program which has an ELL component. This program is utilized building-wide with particular language and vocabulary emphasis for ELLs. It is meeting the needs of our ELLs in both content and language development because it provides ELL instructional strategies and techniques for teaching academic vocabulary, listening comprehension, phonics, vocabulary, reading comprehension, grammar and conventions and writing. ESL teachers assess their students by observing turn and talks and classwide discussions (utilizing discussion rubrics), and weekly chapter tests to assess content as well as reading comprehension skills. At the end of each unit (approximately every 4-6 weeks) written performance tasks assess students' understanding and writing skills. All teachers of ELLs take into consideration the need to stress tier II and III vocabulary during all instruction in order to insure no bias exists on all formative and summative exams.
12. What new programs or improvements will be considered for the upcoming school year?
Currently, we are continuing to use all of our current programs as they are aligned to the CCLS. After two years of using Go Math, we have modified the program to best meet the needs of ELLs.
13. What programs/services for ELLs will be discontinued and why?
There are no programs/services for ELLs that are going to be discontinued at this time.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELL's are afforded equal access to all school programs by being included in the extended day program, the Title III ELL After School program (which is exclusively for ELLs), and the Saturday Academy program.
Targeted intervention programs for ELLs in ELA, Math , and other content areas include:
-Saturday Academy- four Saturday mornings to be determined in March and/or April.
-Title III ESL After School program for 2-3 weeks in March, Tuesday and Thursday afternoons for extra skills instruction across the four strands (reading, writing, listening, and speaking) will be taught in English with an emphasis on Tier II academic language acquisition.
-small group instruction via RTI/AIS services- students will receive small group support outside of the classroom in ELA based on student need.
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.
Students in the freestanding ESL program who are at the beginning level are encouraged to read and write in their native language as a support as they begin to transfer literacy skills from their native language to English. Also, students are assigned partners that speak their native language during partner work and 'turn and talk' sessions. In addition, students are provided with extra visuals both hard copy and through technology (laptops and Promethean Board). Last year we purchased the Imagine Learning software license for every beginner, should funds allow we would continue to do so. We also work in conjuncture with a CBO, Studio-in-a-School, which services our ENL students by providing visual arts instruction, which encourages listening and speaking language development.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Students in the freestanding ESL program who are at the beginning level are encouraged to read and write in their native language as a support as they begin to transfer literacy skills from their native language to English. Also, students are assigned partners that speak their native language during partner work and 'turn and talk' sessions. In addition, students are provided with extra visuals both hard copy and through technology (laptops and Promethean Board).
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
All required service support and resources correspond to ELL's ages and grade levels. Resources, materials and instruction are all age and grade appropriate because we follow the Common Core Standards.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

At the start of the school year, we host a meeting held in the library by the parent coordinator for any child and their parents who are new to our school. In addition, the ESL orientation is held with multiple sessions by the ESL Teacher (Mr. Klee.) We are also hosting an art activity afternoon on which parents can attend with their children. This will be held in early November. As soon as students begin in our school the self-contained ESL instructor ensures that the child has a native speaker he/she can communicate. Our parent coordinator makes sure the parent has access to all important DOE information, as well as accessibility in their native language.

19. What language electives are offered to ELLs?

There are no language electives offered at this time.

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 at this time.

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.)
According to the new regulations, 50% of professional development for ESL teachers will need to involve issues pertinent to ESL instruction. In order to meet these requirements our ESL department will meet once a month on Tuesdays extended day to share best practices. In addition, language labsites will take place 3-4 times a year (based on funds) following the work and methodology of Dr. Fillmore and Jeff Zweirs, based on staff development we have received from Maryann Cucchiara, Educational Consultant. ESL teachers will also be encouraged to attend Borough and DOE level workshops as they are offered. Additionally, ELL teachers will turnkey workshops on best practices within the department.
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?
ESL classroom teachers attend vertical alignment meetings monthly to align curriculum to grade level standards. In addition to teacher team meetings (3 times per month) to share best practices with their grade level colleagues. Every Monday, all staff members attend PD on teacher effectiveness practices. In addition, professional development will be given on September 8th, Election Day and Brooklyn Queens day.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Teachers of Grade 5 ELLs accompany students to orientation sessions at the middle school in order to familiarize students with the learning environment, expectations, and programs at the junior high level. Our Guidance Counselor will attend PD as available from the DOE and Network to help assist students in their transition to MS and JHS.
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 new professional development requirements (15% of total hours for all teachers and 50% of total hours for ESL teachers) will be met through a variety of mechanisms. For example, Monday extended day PD, Chancellor PD days, and worksessions can be avenues to provide this professional development. At each of these sessions agendas, attendance, minutes and handouts are collected and stored with administration.

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?

1. Parent workshops, PTA bulletins, Parent Reach, PTA meetings, and dual language notices keep parents informed of all school activities. Translators are hired for Parent Teacher conferences on an as-needed basis. Bilingual dictionaries and software were purchased in order to facilitate communication. Our Parent Coordinator surveys the parents both in person and via e-mail in order to meet the needs of our ELL parents. Parents will receive notification for most activities in a minimum of two languages. Translators are available for parents on an as needed basis utilizing the 'Staff Speakers of LOTE' list posted in all rooms in the building.:

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

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Records pertaining to annual meetings for ELLs including outreach to parents and other methods of parent involvement in several ways. The HLIS will be kept in the students cumulative record. Agendas and attendance pages from the parent orientation will be kept in a binder. The original copy of the parent survey and program selection form will be kept on file. A copy of the minutes for any meeting with the parent of an ELL student for parent communication time, parent teacher conference or meet the teacher will be kept by the teacher. Additionally, as per the regulations, an additional meeting will be held to discuss each child's progress at an individual level. This is distinctly separate from parent teacher conferences. The minutes from these meetings will be kept in a binder. Each portion of the binder will be sectioned off for documents related to each child. Parent workshops, PTA bulletins, parent outreach, PTA meetings, the school website, and dual language notices keep parents informed of all school activities. Translators are hired for Parent Teacher conferences on an-as needed basis. Bilingual dictionaries and software were purchased in order to facilitate communication. Our Parent Coordinator surveys the parents both in person and via email in order to meet the needs of our ELL parents. Parents will receive notification for most activities in a minimum of two languages. Translators are available for parents on an as needed basis utilizing the "Staff Speakers of LOTE" list posted in all rooms in the building.

QUESTION 2

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
Our school currently partners with NYU nutrition programs.

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

Parents complete a yearly survey assessing their home language, preferred method of communication, topics of interest for meetings and workshops, and availability to attend and translate at meetings. Our parent coordinator compiles all this information then arranges workshops accordingly. She also sends out a survey to gather the best contact information for parents and alerts them to school events and workshops via a global connect phone system (messages are left in English and when available Spanish, our most dominant second language).

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

Our parental involvement activities include workshops on health and nutrition, homework help, ELA and State Math tests, early childhood and adolescent development, transition to middle school, Breast Cancer Awareness, Asthma, Health Insurance, and Cyber Bullying. When parents receive notification of the workshops, they can contact the parent coordinator as listed on the flier to arrange translators as needed, and accommodations will be made to the best of our ability.

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: PS 2 Alfred Zimmer**School DBN: 30Q002**

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)
Ms. Goldman	Principal		9/30/15
Ms. Serafin	Assistant Principal		9/30/15
Ms. Carccio	Parent Coordinator		9/30/15
Ms. Proios	ENL/Bilingual Teacher		9/30/15
Ms. Rupinderjit Kaur	Parent		9/30/15
Mr. Klee/ Special Education	Teacher/Subject Area		9/30/15
Ms. Vukleji: ENL/SPED	Teacher/Subject Area		9/30/15
N/A	Coach		
N/A	Coach		
Ms. Martin	School Counselor		9/30/15
Dr. Composto	Superintendent		9/30/15
Mr. Goldenback	Borough Field Support Center Staff Member _____		9/30/15
Ms. Sliasky	Other <u>Grade K ENL</u>		9/30/15
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **30Q002** School Name: **PS2Q Alfred Zimberg**
Superintendent: **Dr. P. Composto**

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.

Upon registering for our school a Home Language Survey is filled out by a pedagogue and the language of preference for the parent/guardian is immediately uploaded into ATS by our pupil personnel secretary. Should the parent need assistance a building translator is called to assist them at the time of registration. These building translators are found based on a Language Survey conducted amongst the staff that lists all languages staff members speak and where they are located in the building. Then our parent coordinator follows-up with a survey that asks parents/guardians what number they can be reached at ideally (for our global phone calling system) and in what language, she maintains and updates this list throughout the year.

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.

Our three main languages spoken are- English (46%), Spanish (22%), and Arabic (8%), in addition we have students speaking Bengali, Urdu, Greek, Punjabi, and German (with less than 5% each). For Spanish translation we have 7 staff members available to translate; for Arabic we call on students or parent volunteers to translate. We have a paraprofessional to translate into Bengali; we have about 10 Greek speaking staff members; and the remaining languages when available. These services are described to parents at the time of registration, PTA meetings, and at parent workshops. In the case where translation or interpretation services are unavailable for a particular language (ie- Urdu) we recommend the parent to the DOE website for assistance or in some cases call upon a student to assist

(providing the subject does NOT include specific information regarding a child). This information was transmitted to staff during the September faculty conference.

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.)

Our school consistently sends out information in all the languages that are available when it is posted on the DOE website. When documents originate at our school we have them translated into our other majority second languages- spanish by a staff member. Additionally, weekly curriculum letters that are sent home to students can be translated into Spanish upon request. In addition, documents related to Special Education, such as the notice of IEP meeting are translated through SESIS. We have welcome posters that show translated services availability within the DOE; bilingual glossaries for education/ (special education) related terminology are also available in all offices. PTC, Title I and other notices go out in multiple languages according to availability on the DOE website.

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.

For Meet the Teacher (September) Parent Teachers Conferences in November and March as well curriculum night in September and May, we hire translators both in-house and outside contractors in Spanish, Arabic, Greek, and Bengali. Should a parent wish to have translation services at other times we try to arrange a staff member (based on staff language survey) or parent volunteer to assist accordingly. For State content area exams (math and science) we try to get DOE staff from within our Network to translate when we do not have a particular speaker of a language on our own staff, if not an outside service is hired (again a parent for this would be inappropriate). In some cases we call upon a student to assist a parent in need of translation (providing the subject does NOT include specific information regarding a child). In addition, for IEP meetings, our bilingual school psychologyit (English & Spanish will translate.) For lower-incidence, languages, we will call the translation line to get a translator for the IEP meeting. Additionally, when parents can meet with the teachers as part of Tuesday parent communication day. If a teacher determines that a translator would be necessary that is arranged.

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.

d Our school will meet the identified translation needs in a variety of ways. For conferences, translators are on premises and are immediately called upon request. Translators for IEP meetings are arranged in advance, so that they are provided in a timely manner. Additionally, translators for meetings on Tuesdays are requested in advance.

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.

Our school will be able to meet the translation needs of our school successfully via several routes. Translation services in Bengali, Spanish, Arabic, Greek, Mandarin, Italian, and Polish can be provided by staff members on site. Languages such as Urdu or Turkish will have translators pre-arranged via the translation and interpretation services.

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.)

In order to ensure that all staff members are aware of how to use the interpretation services, professional development will be provided on how to use the services via the telephone. In addition, we will create a Language ID Guide based upon the second language proficiency levels of staff through a staff survey. We will create a guide that lists the name of the staff and what language(s) they can assist in translating.

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

We will fulfill parental notification requirements for translation and interpretation services as per Chancellor's Regulations (A-663) in a variety of ways. We will create a welcome poster that incorporates the languages of every student where possible as indicated on the home-language survey. We will display a

Parents' Bill of Rights poster in both Spanish, English and Arabic with the assistance of staff/parents with translation. Additionally, the parents of students whose native language is not English will have access to a guide listing staff, parents, or outside resources that they can seek translation from. Lastly, our school will have a Language ID guide at the Security Agent's Desk as well as the main office.

Part F: Monitoring and Quality Control

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

We will gather ongoing feedback from parents on the quality and availability of services for translation on an annual survey as well as feedback at PTA meetings.