

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

75Q009

School Name:

P.S. 009

Principal:

ROBERT WOJNAROWSKI

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Elementary/Middle School School Number (DBN): 75Q009
Grades Served: K-8
School Address: 58-74 57th Street, Maspeth, NY 11378
Phone Number: 718-456-7105 Fax: 718-456-5977
School Contact Person: Gary Littman Email Address: glittma@schools.nyc.gov
Principal: Robert Wojnariowski
UFT Chapter Leader: Lisa Dunner
Parents' Association President: Andrew Goldstein
SLT Chairperson: Yolanda Jones
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

District: 75 Superintendent: Gary Hecht
Superintendent's Office Address: 400 First Avenue, New York, NY 10010
Superintendent's Email Address: ghecht@schools.nyc.gov
Phone Number: 212-802-1500 Fax: 212-802-1678

Borough Field Support Center (BFSC)

BFSC: _____ Director: _____
Director's Office Address: _____
Director's Email Address: _____
Phone Number: _____ 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)
Robert Wojnarowski	*Principal or Designee	
Lisa Dunner	*UFT Chapter Leader or Designee	
Siran Kasparyan	*PA/PTA President or Designated Co-President	
Denise Vecchio	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Kendall Burgess	Member/ Parent	
Donna Lindo	Member/ Parent	
Sharon Winn	Member/ Parent	
Antonella Mangione	Member/ Teacher	
Yvonne Duffus	Member/ Teacher	
Alexandra Restivo	Member/ Teacher	

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.

P009Q has accomplished great strides over the years in a variety of areas, with particular emphasis on developing a uniform system for collecting and collating data to guide classroom planning and practice. In addition we have provided professional development in data usage for meeting individual student needs and assessing progress towards goal attainment. Teachers utilize common preps for grade level meetings to disaggregate data in order to assess performance outcomes for all students, and share best practices .

Our school is a place where learning is a journey towards things yet to be discovered, where learners are encouraged and motivated to enjoy school every day. We teach our students' success is intrinsic; therefore every student has the ability to succeed.

We see our school as a place where all members of our community are given every accommodation and opportunity for learning, creativity, and participation. We do this through; professional development for staff, surveys, and workshops for parents, and for our students, we have a student government that is elected by student vote. Our mission is to prepare students with 21st Century skills and inspire them through challenging learning experiences to ensure their success and maximize their competitive position in the world .

Establishing partnerships with families to support students' progress is a priority at P009Q. Our parent coordinator is readily available to any parent/guardian in need of assistance. Newsletters are provided detailing events on the school and district level (health concerns, financial, children's activities). Parents/guardians are encouraged to participate in activities with their children both during and after school. P009Q's has a newspaper where all sites share exciting news/events happening at their site. Each site claims responsibility for notifying parents/guardians of upcoming events. Parents/guardians are invited to share in many special events at P009Q throughout the year. Many students have communication logs in which teachers communicate with parents/guardians both daily and weekly. Teachers also make frequent outreach to families through telephone calls, and translators are utilized when necessary. Daily point sheets to monitor students' academic and behavior progress are sent home and a parent/guardian signature is required, this is aligned to Power of Choice our school wide behavior modification program.

75Q009 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05, 06,07, 08,09	Total Enrollment	620	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	2	# Music	4	# Drama
				7
# Foreign Language	N/A	# Dance	4	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	N/A	% Attendance Rate		84.7%
% Free Lunch	65.0%	% Reduced Lunch		1.2%
% Limited English Proficient	21.8%	% Students with Disabilities		99.4%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	1.4%	% Black or African American		33.3%
% Hispanic or Latino	35.9%	% Asian or Native Hawaiian/Pacific Islander		10.1%
% White	17.0%	% Multi-Racial		0.5%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	8.33	# of Assistant Principals (2014-15)		4
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)		8
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	0.8%	% Teaching Out of Certification (2013-14)		1.6%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.6%	Average Teacher Absences (2013-14)		8.61
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	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	N/A	Recognition		N/A
In Good Standing	N/A	Local Assistance Plan		N/A
Focus District	N/A	Focus School Identified by a Focus District		N/A
Priority School	N/A			
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	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 Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

Part 1 – Needs Assessment

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

The Common Core Learning Standards (CCLS) has been adopted to create more rigorous instruction and promote literacy in all content areas. After a thorough analysis of the school’s performance on the 2015 Common Core NYS ELA exam, 30% of our student population are performing at a proficiency level, indicating the need for a rigorous curriculum that aligns to the CCLS.

According to the results of an administrative created School Survey, 65% of teachers feel they did not receive adequate professional development on the Common Core Learning Standards, prompting the need for more opportunities for pedagogues to pursue professional growth.

In the 2012-2013 school year, teachers began implementing Common Core-aligned units of study. In the 2015-2016 school year, this goal will serve as an expansion of previous years’ work.

Part 2 – Annual Goal

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

By June 2016, 85% of teachers will implement two Common Core-aligned units of study for Mathematics and English Language Arts in kindergarten through grade five, and two units of study for all core subject areas in grades six through eight. Students will demonstrate growth by a 10% increase in Common Core NYS ELA exam

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Professional development involving the creation and implementation of units of study (2014-2015 school year) will continue to be provided for all staff members.</p> <p>Professional development workshops will engage K-8 pedagogues in designing units of study based on the CCLS. The strategy workshops will be specifically designed to improve teaching practices and engage teacher teams in looking more closely at student work to understand the steps needed within an inquiry process to design standards-based units of study. In addition, developing scaffolding strategies for Students With Disabilities and English Language Learners will be a focus in creating these units.</p>	<p>All teachers K-8</p>	<p>September 2015 - June 2016</p>	<p>Site Administrator Principal/AP/Unit Coordinator</p>
<p>Creating, Implementing, and Evaluating Common Core Units of Study</p> <p>Teacher teams will create literacy and mathematics units of study aligned to the CCLS. Teacher tasks and student work will be examined to foster instruction between and communicate expectations for all students to promote student mastery of the standards. Teachers will examine Common Core-aligned units of study in addition to student work products and draw conclusions about instructional areas of need and make necessary adjustments to future instruction.</p> <p>Teacher teams will be held accountable through documentation and sharing out of their conclusions to the pedagogical staff.</p> <p>After the completion of the first round of administering Common Core Units of Study, coaching support staff will articulate strengths and areas in need of improvement to each teacher through the use of a checklist. Teachers will use this feedback to further develop the next Unit of Study.</p>	<p>All teachers K-8</p>	<p>August 2015- June 2016</p>	<p>Site Administrator Principal/AP/Unit Coordinator</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.											
Tax levy, instructional funding will be used to support continued implementation of two full time school based coaches as well as two unit coordinators to provide direct professional supports aligned to teacher support. Scheduling will provide professional development opportunities during the school day. Teacher support guides for core curriculum provided through NYSTL. Funding to provide coverage for external professional developments provided via TL instructional.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.										
The Principal and Assistant Principals will met approximately twice monthly with each collaborative learning team to discuss student progress and participate in discussion about student data, instruction, intervention and assessments. As the year progresses administrators and lead teachers will identify agenda items that need to be addressed regularly at meetings, including a progress check on students targeted for intervention. The Principal and Assistant Principals will facilitate regularly scheduled leadership team meetings to guide school improvement process and share leadership responsibilities . Strategies implemented will be reviewed mid-December.										
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.

SWISS/OORS data from the 2014-15 shows an increase in Level 3 and 4 infractions at targeted sites P9 Main..P9 at 209

Part 2 – Annual Goal

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

By June 2016, 100% of all students will take part in activities that promote social emotional competencies, character education, and service learning in order to create a positive school environment and increase student and staff awareness of respect for all. As measured by incident reports, student referrals, staff referrals, increase in professional development devoted to safety, and transparency with the home

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) <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>Building an equitable, inclusive and engaging environment that is conducive to student learning:</p> <p>Classroom :</p>	<p>ED Student grades K-8</p>	<p>September 2015 through June 2016</p>	

<p>strategies related to universal design for learning, differentiated instruction, assessment for learning, student voice and choice, cultural sensitivity, and character development.</p> <p>School :</p> <p>strategies related to professional learning communities, safe schools, transition planning and orientation programs of all kinds</p> <p>Community :</p> <p>strategies related to community service, partnerships for program support, student leadership, community outreach and student - led projects</p>			
Continue Applied Learning Program		September 2015 through June 2016	Teacher- Roberta Kossoff
<p>1. Promote consistent use of protocols for prevention, intervention, and teacher removals</p> <p>2. Service Projects</p> <p>3. Implement Social Skill of the Month, in order to support students taking ownership of their own academic and social emotional learning</p>			<p>Dean</p> <p>Classroom Staff</p> <p>PBIS Team</p> <p>Counselors</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.										
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
OORS Report Data, Feedback from teachers via survey, indicating if social climate of classroom community has improved
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.

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.

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>

Part 4 – Budget and Resource Alignment

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

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

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

Part 5 – Progress Monitoring

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

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

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

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

Part 1 – Needs Assessment

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

Part 2 – Annual Goal

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

Part 3 – Action Plan

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

Part 4 – Budget and Resource Alignment

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

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

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21st 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 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

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

Part 2 – Annual Goal

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

Part 3 – Action Plan

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

Part 4 – Budget and Resource Alignment

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

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

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

Part 5 – Progress Monitoring

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

--

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)		Great Leaps Handwriting Without Tears Leap Frog Step Up to Writing Wilson Quick Reads Technology: (Storybook Weaver, Apple Works, Microsoft Word, Kids Inspiration)	Para- one-to-one instruction Small group	During the school day
Mathematics		Go Math Achieve It Math Steps Great Leaps Math Technology: (Sampson Classroom, Cornerstone, Jumpstart, Math Rabbit, Millie’s Math House)	Para one-to-one instruction Small group	During the school day
Science		Glencoe Science Reading Essentials Achieve Maximum Potential (AMP) reading system	Para one-to-one instruction Small group	During the school day

Social Studies		Rewards Plus	Para one-to-one instruction Small group	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	IEP Mandates	Counseling	Small group One-to-one Classroom visits	During the school day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.		
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.

2b. High Quality and Ongoing Professional Development

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	0		
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	0		

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

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

School-Parent Compact (SPC) Template

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

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

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

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

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - 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>Walter Reed School</u>	DBN: <u>75Q009</u>
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Begin description here: In 2015-16 school year, the ELL population at P. 009 Queens Main Site is distributed across grade levels Kindergarten through Eighth Grade. Because of the broad distribution of ELLs throughout grade levels, we use a Stand-Alone and Integrated ENL Program with two types of class ratios: 12:1:1 and 8:1:1. ENL instruction is provided to ELLs with the following disabilities: Autism, Emotional Disability, Intellectual Disability, and Multiple Disabilities. ENL instruction is provided in accordance with IEP mandates, and NYSESLAT proficiency levels in order to accommodate individual student or group needs.

- P. 009 Queens Main Site student body is comprised mostly of ELL students having Spanish as their native language. There are a number of students that have other native languages such as: Bengali, Chinese, Mandarin, and Punjabi. For the current school year (2015-16) there is a total of 41 ELL students at the Main Site: All but two are alternate assessment students.

- A licensed ENL instructor provides the service in consultation with the classroom teacher to effectively execute common core curriculum in the content areas. Instruction is also differentiated for standardized and alternate assessment students. Assessments employed for the alternate assessment students incorporate NYSAA, SANDI, and FAST. Instruction for both standardized and alternate assessment students is aligned to the Common Core Learning Standards. Instructional materials are supplemented with bilingual libraries and software to enhance instruction, and make it more accessible to students.

- For the Title III afterschool program, P.009 Queens will focus on 12 middle school students (Grades 6-8) from the Main Site. Test data results indicate that the participating students have a Score of E (Entering) on their 2015 NYSESLAT test scores. The Title III Afterschool American Civics Program will give the students the opportunity to improve their NYSESLAT scores to Emerging or Transitioning as well as help them academically in their regular classes through supplemental thematic units which will concentrate on American Civics.

- The staff of the Title III Afterschool American Civics Program will consist of one certified ENL teacher (Ms. Ana Cruz), one paraprofessional, and the principal (whose hours end at 3:30 p.m., and will be remunerated by Title III funding from 3:35 - 6:20 p.m. in order to facilitate student/parent dismissal). Instruction for the Title III Program will be in English by the ESL teacher using Common Core Learning Standards and New Language Arts Progressions and methodologies including: Whole Language, Total Physical Response, and the Language Experience Approach. Strategies such as the use of graphic organizers, text re-presentation, bridging, and contextualization will ensure the success of the methodologies employed. The participating students will be comprised of one group of 12 children in a 12:1:1 ratio. The Title III Instructional Program will take place on selected Tuesdays and Thursdays beginning mid October 2015 through mid April 2016. The classes will be three hours in length from 3:15PM-6:15PM for a total of 40 sessions exclusive of holidays.

- The Title III Afterschool American Civics Instructional Program will be conducted via thematic units which will include: American government structure, practices, and ceremonies. We will utilize the internet, laptops, online archived government ceremonies, a variety of books, and government issued pamphlets, magazines, and newspapers. Laptops are an extremely effective learning tool and will be used extensively in this Program. In this Title III Afterschool American Civics proposal we are using

Part B: Direct Instruction Supplemental Program Information

6 laptops to accomplish our research objectives. The learning experiences will include the American electoral process, citizenship, and ceremonial traditions. Title III instruction is in alignment to bilingual progressions and common core learning standards. We will emphasize developing writing skills based upon the Common Core Learning Standards for Grades 6-8: organize an event sequence that unfolds naturally and logically; utilization of narrative techniques such as dialogue, pacing, and description; use a variety of transition words and phrases; use of precise words and phrases; language to convey experiences and events; and, provide conclusions from described narrated events. This instruction will offer multi benefits by integrating: reading, writing, technology, and the combination of ELA and Social Studies disciplines. These instructional practices will positively increase the ELLs acquisition of the English language. The purpose of using the thematic Civic units is for the ELLs to build self-esteem, critical thinking skills, social and cognitive development, promote discourse with oral language practices, oral and written presentation skills, added fluency in reading comprehension, gain confidence and independence, have hands-on experiences, and enhance multi-cultural understanding. As part of the Title III Afterschool Civics Program, the participants will be immersed in project-based learning, resulting in a final project focusing on civics and government primarily utilizing laptops for research. The final culminating activity will be a chance for the students to showcase their work to the whole school population. The Title III participating students will be assessed in the following ways: rubrics, videotaping, oral and written presentations, and teacher observations. Since Title III students will be attending at the same time as the regular after school program supervision at times may be shared with the MSAS staff.

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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: _____ Title III staff (Mr. Wojnarowski, Principal and Ms. Ana Cruz, ENL Teacher) will conduct seven sessions of teacher professional development on Title III topics for staff members on the first Monday of each new month for one hour between 3:15PM and 4:15PM. The paraprofessional (Ms. Felicia Paz) assigned to Title III will also be in attendance and a participant in the professional development discussions. The rationale for these professional development sessions is to define the academic needs of the ELLs in the Title III program as they relate to the instruction of our theme: American Civics. The ENL teacher will continually collaborate with her classroom teacher colleagues as a bridge in order to communicate how the Title III after school program will increase students' ability to access classroom instruction. The professional development sessions will also review our projected research into the following topics: the branches of government; the responsibilities of each branch; the role that individuals within each branch play. As part of the Title III Professional Development, the ENL teacher will ensure that the paraprofessional, as well as the administrator are aware of the CCLS elements that are addressed in order to accomplish the goals of learning about the function of each government branch, while being able to increase students' writing abilities. Effective utilization of research tools including laptops research, review of ENL and related common core standards, and how to assess students' progress in the classroom through the use of teacher-made materials and rubrics will be part of the professional development provided.

Part D: Parental Engagement Activities

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

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

Begin description here: Communication with families of the students serviced through Title III funds will be ongoing throughout the school year. Parental involvement will include workshops, questionnaires, and the opportunity to participate in the Title III Program. Parents and siblings of the Title III ELL students will be invited to attend the workshops. Language interpretation services will be provided via the Bilingual Spanish paraprofessional. The paraprofessional providing language interpretation to parents of ELLs will also be employed as the paraprofessional during Title III Program, offering interpretive services in Spanish.

Translated Title III letters, memorandums, and brochures will be sent home to parents via the U.S. Postal Service, as well as in backpacks. Staff is available for translation/interpretation services, if necessary, and all communication will be translated for families for whom English is not the primary language in the home. The parent coordinator (Yolanda Jones) will develop resources as well as provide workshops during the school year targeting the families of ELL students. Many of our ELL parents are unfamiliar with the workings of agencies which can assist them with transition. Since the workshops entail practical applications for daily living, we believe our ELL parents will begin to have an understanding how our government/social agencies work. The workshops will be scheduled on selected dates, one day per month (from 9AM to 11AM), starting in October through the school year and will be done by the Parent Coordinator at no additional cost to Title III funds. The planned workshops will include the following topics: information regarding the Office of People with Developmental Disabilities; discussions regarding guardianship and its relationship to investments and associated legal issues; clinical evaluations with the Office of People With Developmental Disabilities; Day Treatment information; and teaching teen boys and girls hygiene. Parents will also be invited to participate with the students on any Tuesday or Thursday of the Title III program. This will give them exposure to the topics of discussion regarding American Civics. The parental involvement will also serve as a bond between parent and teacher. In addition, parents will be given metrocards based on their needs.

Part E: Budget

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

Allocation Amount: \$17333

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	<u>\$16,092.30</u> <u>\$874.91</u> Subtotal: <u>\$16,967.21</u>	<u>Direct Instruction:</u> <u>1 Principal X 40 sessions X 2.75h X</u> <u>\$54.69 = \$6015.90</u> <u>1 Teacher X 40 sessions X 3 hours X</u> <u>\$53.28 = \$6393.60</u> <u>1 Paraprofessional X 40 sessions X 3</u> <u>hours X \$30.69 = \$3682.80</u> <u>Professional Development:</u> <u>1 Principal X 7 sessions X .75h X</u> <u>\$54.69 = \$ 287.12</u> <u>1 Teacher X 7 sessions X 1h x \$53.28</u>

Part E: Budget

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

Allocation Amount: \$17333

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<u>= \$ 372.96</u> <u>1 Paraprofessional X 7 sessions X 1h X</u> <u>\$30.69= \$ 214.83</u>
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. 	<u>\$90.00</u>	<u>Flash Drives (6 Flash Drives @ \$15.00)</u>
Educational Software (Object Code 199)	_____	_____
Travel	<u>\$137.50</u>	<u>(25 Round Trip Metrocards @ \$5.50 each - for Parent Transportation)</u>
Other	<u>\$100.00</u> <u>\$38.29</u>	<u>Parent Refreshments</u> <u>Copied Materials for Parent Workshops</u>
TOTAL	<u>\$17333.00</u>	_____

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

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

District 75	Borough Queens	School Number 009
School Name Walter Reed 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 Robert Wojnarowski	Assistant Principal Lynda Dobrin
Coach Leslie Liberman	Coach type here
ENL (English as a New Language)/Bilingual Teacher Elizabeth Caba	School Counselor Ana Mariano, Bilingual SW
Teacher/Subject Area Margaret Thide, Classroom	Parent Denise Vecchio
Teacher/Subject Area type here	Parent Coordinator Yolanda Jones
Related-Service Provider Michelle Ramirez	Borough Field Support Center Staff Member type here
Superintendent type here	Other (Name and Title) type here

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	637	Total number of ELLs	160	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	<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5
	<input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12

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	160	Newcomers (ELLs receiving service 0-3 years)	114	ELL Students with Disabilities	160
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	41	Long-Term (ELLs receiving service 7 or more years)	5

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	114	0	114	41	0	41	5		5	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 5

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	7	13	8	9	14	13	14	16	12	0	0	0	0	0
Chinese	1	0	1	0	0	0	0	2	0	0	0	0	0	0
Russian	0	0	0	0	0	1	0	0	1	0	0	0	0	0
Bengali	0	2	0	2	1	2	2	2	1	0	0	0	0	0
Urdu	0	0	0	0	0	1	1	0	0	0	0	0	0	0
Arabic	2	0	0	0	1	0	2	0	0	0	0	0	0	0
Haitian	1	0	0	0	0	1	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	1	1	0	0	0	0	0	0	0	0	0
Punjabi	0	0	1	0	1	0	0	1	0	0	0	0	0	0
Polish	1	1	1	1	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	1	0	0	0	0	0	0	0	0	0	0	0
Other	2	0	0	3	1	2	0	4	4	1	0	0	0	0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	5	0	0	0	0
4	4	0	0	0	0
5	3	0	0	0	0
6	3	0	0	0	0
7	3	0	0	0	0
8	0	0	0	0	0
NYSAA	1	5	65	5	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	5		0		0		0		0
4	3		1		0		0		0
5	3		0		0		0		0
6	3		0		0		0		0
7	3		0		0		0		0
8	0	0	0		0		0		0
NYSAA	1		4		65		6		0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	1		1		2				0
8									0
NYSAA Bilingual (SWD)			1		8				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 school utilizes several early assessment literacy tools to determine the skills of our students. Early literacy skill assessments include the NYC Performance Tests, Fountas and Pinnell, and teacher-created performance tasks. Results are shared between the classroom teachers and the ENL Teachers to serve as a guide for instruction. Since most of our ENL students are alternate assessment, they need intense instructional development in all academic areas. Since 26% of our ELLs are in Grades K-2 - the early literacy skill assessments are crucial to their ENL instruction.
 - What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Most of our ENL students are at the entering stage. The NYSESLAT exams reveal 71% of our students are at the Entering Stage. Almost every student that takes the NYSITELL Test does not pass and is clearly at the Entering Level.
 - How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 The use of the ATS reports that are used in the AMAO tool reveal that our students need continued development in all academic areas. Our goal is to raise the level of academic performance to be at or above grade level.
 - For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?
- Since most of our ELL students are Alternate Assessment they need continued assistance to develop their academic skills. There have been success in NYSAA scores and other indicators showing that ENL instruction is having positive results. ELL Periodic Assessments are used as a preparatory tool for NYSESLAT. We have found a positive student response which serves as a tool for raising NYSESLAT results. From Periodic Assessments we are learning the strengths and weaknesses of our students. The assessments are serving as an

instructional aid as a way to determine instructional strategies. Since we are a free standing ENL Program our instruction is primarily in English.

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*.] Specific levels of performance are constantly reviewed and analyzed. The RTI framework outlined on Page 48 of the ELL Policy and Reference Guide are the steps we use to help students achieve their academic goals.
6. How do you make sure that a student's new language development is considered in instructional decisions?
Since we have a Stand-Alone Integrated ENL Program our instruction is conducted in English. We take a total view of the child's language assets and use them for instructional purposes.
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?
 - a. Currently, our school does not have a Dual Language Program.
 - b. Currently, our school does not have a Dual Language Program.
 - c. Currently, our school does not have a Dual language Program.
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
In addition to ENL teacher made materials that measure progress along with classroom indicators, there are several assessments and exams that give us quantitative results pinpointing the success and continued development of our ENL program. Along with NYSESLAT information, we review SANDI, NYSAA, Performance Series, New York State ELA, Math, & Science Tests, report card grades, and updated progress on the measureable annual goals found on IEP's in SESIS. Quantitative results: NYS ELA Tests - Level 1 across all grades; NYSAA ELA Test results: Level 1 = 1%, Level 2 = 7%, Level 3 = 86%, Level 4 = 6%. NYS MATH Test results - Level 1 across all grades: NYSAA MATH Test results: Level 1 = 1%, Level 2 = 5%, Level 3 = 86%, Level 4 = 8%.

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.
Administration of the Home Language Identification Survey (HLIS) is completed at enrollment, at the CSE level, or by a school pedagogue, within 20 school days of initial enrollment as per CR Part 154. Oral interviews in the native language, and the formal initial assessment is done at the CSE level, or by a trained school pedagogue, within 20 school days (students with IEP's) of initial enrollment as per CR Part 154. Once a student is identified as speaking a language other than English (via the HLIS and oral interview) at home, and the LPT Team agrees that the student should be given NYSITELL - the student is administered NYSITELL. Students that score below proficiency become eligible for state-mandated services for ELLs. If the school administers the HLIS, Ms. Ana Cruz and Ms. Elizabeth Caba (licensed ESL Teachers at P9Q) are qualified to give and evaluate the results. Both teachers are proficient in Spanish. At the beginning of each school year a review is conducted by Ms. Cruz and Ms. Caba of the NYSESLAT score results by student to determine student deficiencies by modality.
2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
Schools have 30 days from initial enrollment to make an initial SIFE determination. Determining SIFE status begins at the completion of the Home Language Identification Survey when the parent is asked to indicate prior schooling. All the steps to determine the status of an ELL are then followed. If there are indications within the ELL identification process that a student has had an interruption or inconsistency in their formal schooling, then SIFE identification is indicated in the DOE's data collection system.
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).
The ATS RADP Report enables us to identify new admits. New admit student identification starts the ENL process with the use of the Home Language Survey and the interview procedures. The LPT Team consists of the following individuals: Lynda Dobrin, AP; John Gonzalez, AP; Janet Lee, AP; Donna Addison, AP; Gary Littman, Administrative Assistant, Ana Cruz, ENL Teacher; and, Elizabeth Caba, ENL Teacher. In addition, a licensed pedagogue must complete the Home Language Survey with the parent and ensure timely entry of the information into the designated ATS screens.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
Initially parents are notified at the CSE meeting about their ENL entitlements. At school, the ENL Teachers are in contact with the parents following the administration of the NYSITELL exams. Entitlement letters are either sent home with the students or mailed. A copy of the entitlement letter is kept on file in the student's folder in the General Office.
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).
A student who has undergone the ELL Identification Process (as a result of first time entry or reentry) may go through the ELL Re-identification Process. The Re-identification Process allows schools, parents, and students who believe a student may have been misidentified as an ELL on non-ELL to request (within 45 days of enrollment) that the ELL Identification Process can be administered a second time. The Re-identification Process may be utilized for students who: have a home language other than English, and are ELLs and non-ELLs. The school must initiate a review of the ELL status determination upon receipt of a written request from any of the following: a student's parent or guardian, a student's teacher (if the teacher's request includes written consent from the parent or guardian), or a student of 18 years of age or older. The Re-identification Process must be completed within 10 school calendar days of receipt of written notice. This appeal process is discussed at the time of enrollment and the parental interview.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
Parents are informed at the intake at CSE that 3 Programs -TBE, DL, & Freestanding exist at the NYCDOE. Currently, we have an ENL program consisting of Stand- Alone & Integrated ENL.
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.
Parents are informed at the CSE of the placement of their child & sign the IEP to confirm their consent. All correspondence with parents, written & oral, is documented & kept on file by the ELL compliance liaison. The pedagogues responsible for this process is Ms. Ana Cruz and Ms. Elizabeth Caba.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
In District 75 customarily, Parent Surveys are not provided as decisions are made at CSE in conjunction with parents.
9. Describe how your school ensures that placement parent notification letters are distributed.
Parents are informed at the CSE of the placement of their child & sign the IEP to confirm their consent. Therefore, parent notification letters are not used.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
HLIS, IEPs, correspondence to parents are kept in the culmuative file of each student , as well as filed with the school's ELL Compliance Liasion.
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.
Our ENL instructors, Ms. Ana Cruz and Ms. Elizabeth Caba administer the NYSESLAT Tests. ATS Reports used to identify students needing to take the exams are: RLER (list of students eligible to take NYSESLAT), RLAT (NYSESLAT scores for the past three years), REXH (exam history report), and HISE (individual exam history). Once we identify the students required to take the exams, we create spreadsheets that list the students and the exam schedule. At the completion of each modality administration, we check off the students who have and have not taken the testing modality. This ensures that our students are completing the required exams and the four modalities are being given. Once the tests are completed, we double check that the score sheets are accounted for.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
A list of entitled students is kept with the school's ELL liasion and is monitored that all required correspondence is sent.
Also, students who do not score Commanding continue with ELL services based on CR Part 154. Students who score Commanding will continue to receive mandated ELL services for 2 years after testing out.
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).
The only program model offered is a Freestanding ENL Program, and is offered as an option to the parent during the initial CSE process or at the school. In District 75 customarily, Parent Surveys are not provided as decisions are made at the CSE in conjunction with parents. We currently have 160 ELLs in our 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.

Our program is currently ENL: Stand-Alone and Integrated as mandated by CR Part 154 during which a NYS certified ENL teacher with a classroom or content area teacher are providing core instruction.

The program model currently used within the Push-In model is heterogeneous, where students of mixed English proficiency levels

are provided ENL instruction. Our Pull-Out model is homogeneous, where students of the same performance levels are provided ENL instruction.

Utilizing both Push-In and Pull-Out organizational models students in ENL are taught in English using ENL methodologies and native language supports for the specified amount of time as determined by their ENL levels.

- 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 adhere to the instructional ENL required units of instruction outlined in the charts below. The five Proficiency

Levels are:

Beginner/ Entering = 360 Minutes; Low Intermediate/Emerging = 360 Minutes; Intermediate/Transitioning = 180 Minutes;

Advanced/Expanding = 180 Minutes; and Proficient/Commanding = 90 Minutes

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.

Our instructional strategies are tailored to meet our student needs. We provide content-area instruction in English using ENL methodology and instructional strategies, as well as using native language support to make content comprehensible. Instruction incorporates ENL strategic instruction using problem solving, picture symbols (Mayer Johnson), speech assistance devices, challenging content, project-based and communicative-based learning. When using CCLS elements we focus on modeling, bridging, contextualizing, text assessment and understanding, and using content to analyze and answer questions effectively. ENL teachers use the same texts used in the classroom working with CCLS guidelines. For standardized assessment students, Go Math, Impact Math, Periodic Assessments including the Performance Series and CCLS Benchmark Tests are utilized for instruction and evaluation of student needs. Alternate Assessment students use Sandi and NYSAA and a host of appropriate books, websites, and teacher prepared assessments to develop and nurture our ELLS. Our program is designed to assist ELLs in achieving proficiency for their grade level and meet or exceed New York State standards.

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

ELLs are appropriately evaluated in their native languages through cultural and academic discussions, reading, testing materials, and observations. Instructional techniques used are the following: directions and test materials read in the native language, use of comparative phrases between the native language and English, on going conversations between educator and student, games and role playing.

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

Our strategy for success with our ELLs in the four modalities hinges on the integration of the modalities in each lesson. When we teach a unit of study from beginning to end – we expose our ELLs to listening, reading, speaking, and writing. All our lessons are a buildup, practice, and preparation for the four modalities found on the NYSESLAT exams. This technique is highly regarded as an effective teaching methodology by the regular classroom teachers as well as positive responsiveness by our ELLs.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

Our SIFE students are provided instruction in both English and the native language to acquire basic concept knowledge, critical thinking techniques, and English language proficiency utilizing content that reflects cultural interest. Services include tutoring, technology, community awareness, and school projects.

Newcomers are provided services that immediately respond to their social, cultural, and linguistic needs. Cross-cultural communication in a supportive environment is provided during instruction. Services provided are tutoring, technology, community awareness, and involvement in school projects.

Intervention services for ELLs receiving extension of services consist of Title III Programs, AIS, after school instruction (when available), school projects, extra library access and support scheduling. In addition we use many computer programs found on the

internet as well as widespread use of Smartboards and communication boards that use Mayer Johnson symbols. In addition ELLs

are exposed to follow-up activities in the home and community as a means of providing opportunities to enhance skills and to positively celebrate the cultures celebrated in our ELL population.

Intervention services provided for “long term” ELLs consists of AIS, after school programs (when available), extra library access

and scheduling, and ELLs Push-In services versus Pull-Out.

ELL students that achieve a Commanding score continue to receive ENL services in conjunction with their regular ELA courses. The

continuation of ENL reinforces their success and mastery of what they have learned.

Our Stand-Alone - Integrated Program is our educational direction for all these categories. Title III and AIS are supplemental additions to our Program.

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

The Re-Identification process follows the procedure outlined in ELL Policy and Reference Guide on Page 24. The Re-Identification Process is utilized for students who: have a home language other than English; and, are ELLs and non-ELLs. The school must initiate a review of the ELL status determination upon receipt of a written request from any of the following: a student’s parent or guardian, a student’s teacher, or a student of 18 years of age or older. The Re-identification Process must be completed within 10 school days of the written notice; however, if the CSE must be consulted, the process must be completed within 20 school days. When the entire Re-identification Process is completed, the school’s administration will ensure that the student’s academic progress is not hindered by consulting with the appropriate staff members. Additional support may be given to the re-identified student based on staff recommendations.

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?

to the special needs of our students, teachers utilize a variety of instructional strategies. Teachers provide instruction in ENL and content area instruction in English supported by ENL methodologies. During instruction, teachers take into account the primary language and culture of the student while giving consideration to and teaching to the cognitive ability of the child. Units of instruction and methodologies vary based on the student's cognitive ability and his/her level of English proficiency. Some units of ENL instruction offer instruction in understanding, reading, writing, speaking English while others utilize ENL methodologies to develop and grow cognitive skills. CCLS elements plays an important role in developing the intellectual capacity of our students. Materials used for instruction are teacher created, relevant web sites, and the integration of classroom instructional materials when ELLs are taught in their classrooms with both the ENL teacher and the classroom teacher. All instructional materials used are age and grade appropriate.

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?
- Flexibility in instruction and scheduling reflects the needs of our students. CCLS is a benchmark of our strategy and envelopes and develops the individual learning requirements of our students. Flexibility in scheduling, allows our students to have their mandated periods of instruction as well as giving the appropriate time necessary to have the most positive impact on their learning experience. Learning with their peers in the classroom further enhances their instructional opportunities and progress.

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

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



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

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

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

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

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

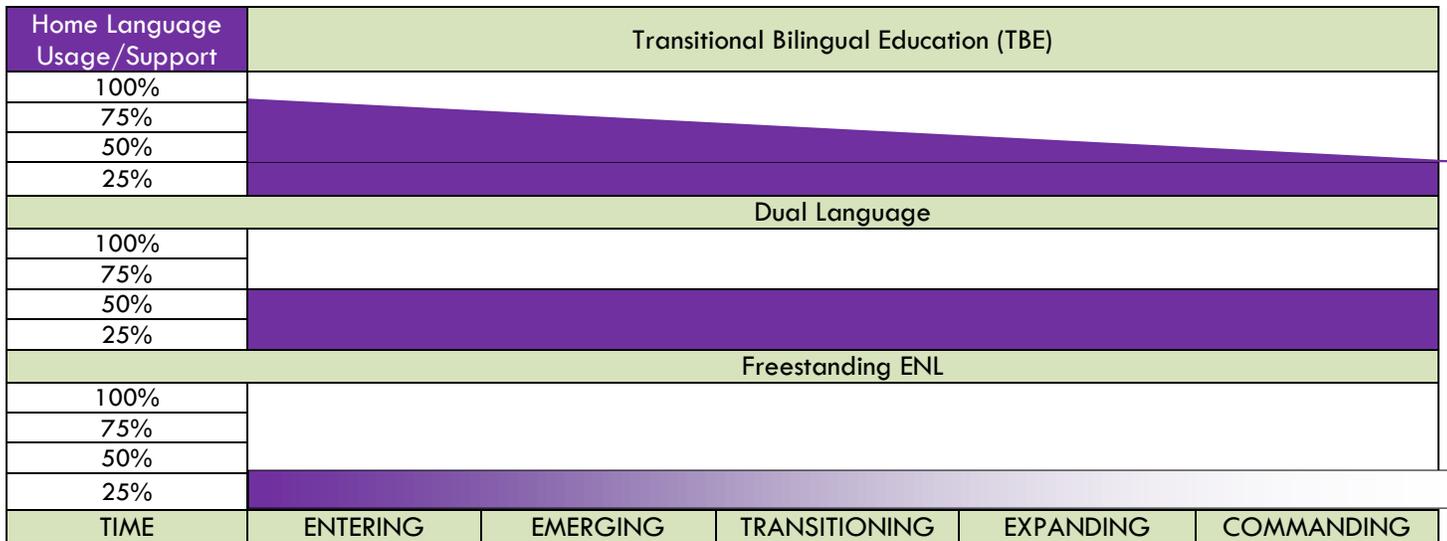


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
Our intervention instructional strategies are tailored to meet our student needs. Instruction is provided in English and the Native Language when needed in ELA, Math, Science and Social Studies. The languages are Spanish, Chinese, Polish, Russian, Bengali, Arabic, Punjabi, and Urdu. The ENL teachers have reading materials in native languages to assist them in instruction. The alternate placement paraprofessional under the guidance, supervision, and direction of the teacher, supports native language instruction and translation of the common core curriculum topics. Intervention instruction encompasses picture symbols, assistive devices, modeling, bridging, contextualizing, and the latest common core curriculum standards. ENL teachers use the same texts employed in the classrooms. Our students use Go Math, Sandi, and NYC Performance Tests to measure performance. The ENL teachers incorporate real life situations and equate that to the learning experience.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Our current program is extremely effective supporting the needs of our ELLs. All our instructors partner with our ELL teachers to support an effective program. Along with an effective staff, the integration of the common core curriculum for ELA, Math, Social Studies, and Science coupled with the use of the same educational materials used in the classrooms are meeting the needs of subject content and language development. Along with integrating the same academic materials, we target the strengths and weaknesses of our students and use teaching strategies to build on what the students know and to concentrate on those areas needing development. On going periodic assessments help us determine the levels our students are achieving.
12. What new programs or improvements will be considered for the upcoming school year?
We will continue to utilize additional technology applications including the use of Smartboards and IPADS. Along with the internet we use Mayer Johnson symbols and various reading and math programs. Many of our students also have behavioral issues and in order to help them we use Life Space Crisis Intervention and other behavior management programs. We use periodic assessments including Performance Series and Benchmark ELA and MATH Exams to track academic performance and to concentrate on improving areas needing development. Other new supporting assessment programs are Sandi, New York City Performance, and Fountas and Pinnell.
13. What programs/services for ELLs will be discontinued and why?
There will be no discontinued services at this time. All of our programs are in place as well as additional assessments. ENL students are being served per their IEP's.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs are offered the same opportunity of equal access to all school programs. ENL teacher(s) at the elementary and middle school levels collaborate and team teach with both classroom and cluster teachers. When available, ELLs will be able to attend both Title III and After School programs. These extra programs offer a reinforcement to the daily instructional program and also serve as a social learning tool for collaboration and understanding among students. Our ELL students participate in all extra curricular activities along with their peers.
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.
Due to the individual needs of our students teachers utilize a variety of instructional strategies and materials. Teacher(s) provide instruction in ENL and content area instruction in English is supported by ENL methodologies. Technology used by ELLs include computer lab access, Smartboard usage, and ENL internet sites and programs. During instruction, teachers take into account the primary language and culture of the student while giving consideration to and teaching to the cognitive ability of the child. Instruction and methodologies vary based on the student's cognitive ability and his/her level of English proficiency. Some units of instruction in ENL provide instruction in understanding, reading, writing, listening, and speaking English while others utilize ENL methodologies that develop cognitive skills. For some students ENL uses picture symbols and speech devices. The ENL teacher(s) use a variety of books, workbooks, magazines, periodicals, and visual cues that help our ELLs learn different subject matter. These materials are Common Core Curriculum based and enhance and foster positive learning outcomes.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
In our ENL Program home language support is provided by our alternate assessment paraprofessionals in our Freestanding ENL Program. ENL classroom and cluster teachers utilize alternate placement paraprofessionals to provide interpretive services to our ELLs. ENL teacher(s) and alternate placement paraprofessionals use many different media forms to teach and deliver curriculum goals. From using native language books, magazines, other publications, visual items (for the appropriate culture) music, as well as cultural celebrations of native foods and dress all support our ELLs in all aspects of learning.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
All services and resources correspond to ELL's ages and grade levels. Input from all the teachers and related service providers have an impact on the required services/resources to support all aspects of learning - for eg., we try to use bilingual speech providers (when available) or other bilingual related providers for our ELL population.

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).

Prior to arriving at school, the CSE provides the students with the preparation for ELL entry.

At school: At the beginning of the school year the ENL teachers introduce themselves and open up communication with the parents and the students. Along with pedagogue interaction, the school's Parent Coordinator begins to have relevant workshops both for the students and the parents. When available, ELL students are given services with bilingual related service providers

19. What language electives are offered to ELLs?

Currently, no language electives are offered to students.

20. For schools with dual language programs:

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

N/A

B. Professional Development and Support for School Staff

- Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
 - All staff members at P.009Q including, Special Education Teachers, Paraprofessionals, ENL Teachers, Guidance Counselors, Psychologists, Occupational Therapists, Physical Therapists, and the Parent Coordinator, attend on-going professional development courses to assist in the instruction of our ELL students.

Professional development will include but is not limited to the following: Focus on the Common Core Curriculum under the leadership the school's coach and district direction; concentration on Academic Oral Language and Vocabulary Instruction in Language Learning; a Multitude of Opportunities for Language Development; and Jose P. Training (conducted by District 75). Professional development dates are ongoing both through the school calendar and through District 75 courses. School workshops focus on the following topics: ELL identification; effective integration of ELL instruction in the classroom; on going progress of ELLs in comparison with their non ELL peers.
- 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?
 - ENL teachers are invited to attend all the instructional professional development sessions offered by the school. This includes our regularly scheduled beginning of month meetings and other sessions conducted throughout the school year. Topics include a review of the Common Core Curriculum Standards, effective teaching of Common Core elements, and related teaching techniques for writing lesson plans and the using new technology in the classroom.
- What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
 - All services are included in the transition from one school level to another. The ENL Teacher is instrumental in coordinating efforts with Guidance Counselors and other related service providers in transitioning students in their educational progression. Students are matched to schools based on their abilities and educational interests.
- Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
 - The school conducts ongoing professional development sessions throughout the school year. School coaches are an integral part of professional development and have a direct impact on ENL teachers professional growth. Relevant topics to ENL teachers include Common Core Curriculum and its use with ELL students: the utilization of assessments and its relevancy to ELL students; and perfecting teaching techniques including the use of technology in instruction. Professional Development records are kept in the General Office.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Parental interaction with the staff is an ongoing process in our school. The learning goals and lesson objectives are reviewed with the ELL parents throughout the school year. We review the strengths and weaknesses of each student and elicit the cooperation of our parents to become partners to reach our objectives. In this process we learn information about daily family interactions between students and family members and how they can aid us in the education process. We also maintain a portfolio of work so the parents can see the actual progress their children are making. We provide translation services when needed either through staff members who speak the language or the use of the Department of Education's Translation Service.

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.

Portfolios of student work will be kept in binders created and maintained by the ENL teachers. Additionally all correspondence with parents will be maintained in a binder controlled by the ENL teachers and reviewed by the ENL liaison. All critical communication documents will be kept in a student's folder in the General Office for necessary review.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. ELL parents are constantly contacted by the ENL teachers and the Parent Coordinator. There is a flow of information from the ELL parents to our staff members. Interesting and meaningful workshops involving everyday social and financial questions seem to be the hallmark of discussions, involvement, and interest.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? ENL Teachers, Parent Coordinator, and other related service staff members are constantly trying to involve ELL parents with organizations that will help their children and parents in both educational goals as well as advice on different and relevant subjects. The Parent Coordinator conducts workshops throughout the year with ELL parents. These workshops reflect important everyday life activities as well as any ENL issues. Many of the workshops are related to financial matters or health issues. A translator is provided for these sessions. The Parent Coordinator has private individuals or government agencies speak at the workshops.
5. How do you evaluate the needs of the parents?
Feedback from parents is an important part of our ELL program both to the ENL teachers and the Parent Coordinator. The Parent Coordinator's role is to serve as the communication link between the parents and the school. The flow of information between the parents and the parent coordinator influences the workshop topics that are presented during the school year. Translation services are provided to parents (either through school personnel or the DOE Translation Service) for effective communication to take place.
6. How do your parental involvement activities address the needs of the parents?

Through constant and consistent contact by school staff the needs of our parents are addressed through progress reports as well as scheduled meetings during the school year. Parent Teacher Conferences is another beneficial way to effectively answer the questions posed by our ELL community. School surveys are distributed to parents so they can express their opinions about various school factors. All parental concerns are taken seriously and addressed to resolve any outstanding issues. Translation services are provided by our diverse staff members or through Translation Services.

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.

New York State test results both for NYSESLAT and ELA/MATH are influenced by the various disabilities found at P9Q. Due to the disabilities many of our ELLs are Alternate Assessment students and will not test due to their inability to take all or part of NYSESLAT or in the case of standardized ELA and MATH Tests have difficulty as well. In addition, a high percentage of ELL students are diagnosed in the low cognitive range, non-ambulatory, non verbal, or physically disabled. When administering NYSESLAT all of our ELLs are given the exams.

School Name: Walter Reed School**School DBN: 75Q009**

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)
Robert Wojnarowski	Principal		10/30/15
Lynda Dobrin	Assistant Principal		10/30/15
Yolanda Jones	Parent Coordinator		10/30/15
Elizabeth Caba	ENL/Bilingual Teacher		10/30/15
Denise Vecchio	Parent		10/30/15
Margaret Thide	Teacher/Subject Area		10/30/15
	Teacher/Subject Area		1/1/01
Leslie Liberman	Coach		10/30/15
	Coach		1/1/01
Ana Mariano, Bilingual SW	School Counselor		10/30/15
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
Michelle Ramirez	Other <u>Rel Service Provider</u>		10/30/15
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **75Q009** School Name: **Walter Reed School**
Superintendent: **Gary Hecht**

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.learn DOE.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.

Parent Information from Part III of the Home language Survey is our primary source document for defining the preferred language to be used for oral and written communication with our parents. Along with the HLIS, we use information supplied by the ATS RPOB Report as well as student profiles found in SESIS. Constant contact between our ENL Teachers and parents is another method we use to find out language preferences. This causes a familiarity and comfortability between the parents and the school.

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.

The list of requested languages are: Albanian, Arabic, Bengali, Chinese, French-Haitian Creole, Korean, Polish, Punjabi, Russian, Spanish, and Urdu. Two-thirds of the students home language is Spanish followed by approximately 8% Bengali.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

There are a number of key documents that are distributed to families throughout the school year. The documents include: IEP Conference Dates (usually given annually); student handbooks given at the beginning of each school year; calendar of parent workshops (distributed monthly); calendar of school events and testing dates (given annually and monthly); parent-teacher conference notifications (given twice a year); New York State Testing Date(s) notification letters (distributed twice near the testing dates); communication letters and documents between ENL teachers and parents (given out when needed); summer school letters (given out once a year); report cards (distributed four times per year); and, letters from the Principal's Office (distributed when needed). Letters are written in Spanish (due to the large number of Spanish speaking students). For the other languages, materials are either written or translated orally for the needs of our families.

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.

The following face-to-face meetings take place during the school year: Parent-Teacher Conferences (twice a year); meetings between teachers and parents (when necessary); IEP meetings (usually annually); parent workshops (monthly); guidance counselor and other related service(s) meetings (when needed); and, attendance teacher inquiries (when needed).

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Written translation services are provided in-house for Spanish, Chinese, Russian, Bengali, Urdu, Arabic, French-Haitian Creole, Korean, Punjabi, and Polish languages. Documents are given two days in advance of when they are needed, to in-house translators. If the need arises we utilize the Department of Education's Translation Services to ensure that the school meets the necessary requirements. In addition, written communication is translated in the various languages to our parents to inform them of the progress their children are making. Some of our present computer systems already have documents printed in the student's home language for parents to read.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Oral interpretation services are provided in-house for Spanish, Chinese, Russian, Bengali, Urdu, Arabic, French-Haitian Creole, Korean, Punjabi, and Polish students. Parents can also bring an adult interpreter as well. Oral interpretation can also be provided by the Department of Education's Translation Services. When necessary particularly for Triennials and IEP Re-evaluations we use interpreters on the phone with DOE personnel or an outside vendor is involved in the translation process.

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.)

Communication to the school's staff regarding translation services is reviewed during our first professional development meeting scheduled in September. Written materials are handed out describing the translation services that are available. Written materials are provided to the staff by the ENL liaison.

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

Within the first 30 days of each new school year (2015-16, 2016-17), we will address the requested parent languages. All parents whose home language is other-than-English will be notified of the school's translation services via written notices and home phone contact. We will utilize the assistance of the Department of Education's Translation and Interpretation Unit when necessary.

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)

Parental feedback is critical to the success of our ENL program. The ENL teachers will be responsible for gathering information from parents. Information will be received via written and oral communication. Other parental sources of feedback is: through the parent coordinator; during formal and informal parent-

teacher conferences; and, school surveys. The gathered information will be communicated to the school's administration for review and evaluation. Parental correspondence will be kept in each ENL teacher's compliance binder.