

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

30Q017

School Name:

P.S. 017 HENRY DAVID THOREAU

Principal:

REBECCA HEYWARD

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: _____ School Number (DBN): 30Q017

Grades Served: PK-5

School Address: 28-37 29th Street

Phone Number: 718-278-1220 Fax: 718-278-8257

School Contact Person: Constandina Pilos Email Address: Cpilios@schools.nyc.gov

Principal: Rebecca Heyward

UFT Chapter Leader: Jennifer Valdez and Bridget Dyzenhaus

Parents' Association President: Leslie Romero

SLT Chairperson: Erin Laird

Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____

Student Representative(s): _____

District Information

District: 30 Superintendent: Dr. Philip Composto

Superintendent's Office Address: 28-11 Queens Plaza North LIC, NY 11101

Superintendent's Email Address: PCompos@schools.nyc.gov

Phone Number: 718-391-8323 Fax: 718-391-6147

Borough Field Support Center (BFSC)

BFSC: Queens North Director: Lawrence Pendergast

Director's Office Address: 28-11 Queens Plaza North LIC, NY 11101

Director's Email Address: lpender@schools.nyc.gov

Phone Number: 718-391-8222 Fax: _____

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Rebecca Heyward	*Principal or Designee	
Jennifer Valdez/Bridget Dyzenhaus	*UFT Chapter Leader or Designee	
Leslie Romero	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Erin Laird	Member/ Teacher	
Robin Vince	Member/ Teacher	
Mary Luley	Member/ Teacher	
Joanna Antoniou	Member/ Teacher	
Maria Bueno	Member/ Parent	
Linda Gonzalez	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Leslie Miller-Peith	Member/ Parent	
Vacancy	Member/ Parent	
Vacancy	Member/ Parent	
	Member/	
	Member/	
	Member/	

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

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools

Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

PS 17 is a wonderful, small community school located in the heart of Astoria.

We have strong family and community ties, and we were recently highlighted in the May 2015 UFT paper and the Chancellor's 40 Ideas for 40 Minutes publication.

Our parents run a school website, PS17Queens.org, and we use the site to regularly communicate with families. Please visit the site to view teacher created newsletters and other useful information about our school.

We did not make AYP (adequate yearly progress) in ELA for both the All Students and Hispanic students categories. A review of reading level data strongly suggests the need to focus on both students that are Hispanic and students that are English Language Learners. Many students in these subgroups are reading below grade level.

We have strong family and community ties, and are constantly reflecting on how to continue to strengthen systems and structures for continued growth in this area. Over the past four years, our school community has also built trust, which has had a positive effect on creating a supportive environment. Our staff is committed to creating a warm, nurturing environment.

We are norming our understanding and implementation of rigorous instruction. Our testing data indicates a need to focus on ELA, and this year we have partnered with Teacher's College to support this work. We are excited that our staff will be receiving continuous professional development.

PS 17 has a dual language Spanish program, which for the 2015-2016 school year will be available in grades K-2.

During the 2014-2015 school year our partnerships included: Zone126, Community Word, NYU ParentCorps, NY Cares, Asphalt Green, Alvin Ailey Art in Education, Studio in a School, Rosie's Kids (PS Broadway) and FACE (Family and Community Engagement).

PS 17 has an upper grade band, and all students enjoy music and art classes.

Our mission is to create literate and proficient scholars who are able to participate in rich, academic learning in a nurturing environment where all children RISE, as determined by the Common Core Learning Standards. This will be accomplished by creating collaborative and supportive teaching and learning systems involving the entire PS 17 community.

30Q017 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	528	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population	77.5%	% Attendance Rate		93.3%
% Free Lunch	69.0%	% Reduced Lunch		1.7%
% Limited English Proficient	20.4%	% Students with Disabilities		23.1%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.2%	% Black or African American		10.1%
% Hispanic or Latino	57.2%	% Asian or Native Hawaiian/Pacific Islander		19.2%
% White	12.2%	% Multi-Racial		1.2%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	2.25	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	2.4%	% Teaching Out of Certification (2013-14)		2.4%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		9.06
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	22.7%	Mathematics Performance at levels 3 & 4		22.5%
Science Performance at levels 3 & 4 (4th Grade)	79.4%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	NO	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	NO			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

Part 1 – Needs Assessment

- | |
|---|
| <ul style="list-style-type: none">• Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.• Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. |
| <ul style="list-style-type: none">• We did not make AYP (adequate yearly progress) in ELA for both the All Students and Hispanic students categories. A review of reading level data strongly suggests the need to focus on both students that are Hispanic and students that are English Language Learners.• March 2015 Running Record data indicates a reading achievement gap between English Language Learners and Non-English Language Learners of 31%.• Our Kindergarten-Second grade teachers received professional development on guided reading during the 2014-2015 school year, and implemented guided reading several times per week. |

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– <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
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By June 2016 there will be a 20% reduction in the reading achievement gap between English Language Learners and Non-English Language Learners as measured by Running Record assessments administered throughout the year.

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>Norming Running Record process and use of data to provide small group instruction and adjust whole group instruction</p>	<p>All teachers</p>	<p>September 2015</p>	<p>Administration in collaboration with TC staff developers</p>
<p>Continued professional development and feedback on guided reading</p>	<p>All teachers</p>	<p>Ongoing</p>	<p>Administration</p>
<p>Targeted AIS across all grades; grades 3-5 close reading/guided reading small group sessions</p>	<p>AIS providers, students</p>	<p>October 2015- June 2015</p>	<p>AIS providers and administration</p>
<p>Title III programs will begin by October 2015 and be rolled in cycles where students are grouped by specific area of need.</p>	<p>Title III teachers</p>	<p>October 2015- March 2016</p>	<p>Title III providers</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>Per diem and per session monies; money slated for Teacher’s College; access to Google Docs; Every classroom will receive a copy of <i>The Reading Strategies Book</i>, by Jennifer Serravillo; Schedule adjusted weekly for professional development with Teacher's College;</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A	X	Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>Teacher teams and administration will use data from checkpoints as a tool to monitor reading achievement. We will look at the performance of both Hispanic students and English Language Learners to ensure that we are closing the achievement gap that currently exists.</p>

We will identify groups of students that are in greatest need of intervention and adjust the inquiry plan for these students.

By February 2016, our goal is to reduce the achievement gap in reading by at least 10%.

The additional following dates have been selected and communicated to look at running record data in teacher teams:

October 19th; November 23rd; February 29th; April 4th; June 6th

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

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

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

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

Our most recent Quality Review states that the school leader communicates high expectations to the entire staff including the teachers, students and parents and has fostered an orderly school community anchored in a culture, which rewards positive behavior and provides substantial intervention to unproductive behavior. The impact of this is that there is a high level of trust and respect across school relationships which in turn have produced a safe and inclusive environment.

Over the past 3 years there has been a decrease in the amount of students who repeatedly exhibit dangerous behaviors. During the 2014-2015 school year less than 0.05 of a percent of the entire K-5 population exhibited behaviors that required intensive emotional support. Suspensions were isolated to this small percentage of students. Three additional teachers collaborated with the PBIS team during the 2014-2015 school year, and worked with student government members to create a Safety Patrol. This project was selected by students, and created “big buddies” in the cafeteria for younger students. Our kindergarten students were especially excited about their older buddies. Older buddies opened younger students’ milk containers, played football outside with students or played Simon Says during indoor cafeteria days.

Some classes lower grade classes partnered with each other and established reading buddies. This was very successful, and children looked forward to reading with other students.

In order to support students' reading achievement, as well as the first CEP goal, we must strengthen our supports for students, and create a culture where there are many collaborative teaching and learning systems throughout the building to promote student achievement.

During the 2014-2015 we created opportunities for our older students to mentor our younger students during recess, through structured and supervised play. This year, our goal is to extend this mentoring to promote reading achievement. In an effort to also promote student leadership opportunities, we have elected to create a community service system that all 5th graders will participate in. In addition, we want to ensure that our youngest students, Kindergarten, are able to enter the 1st grade reading on grade level.

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 5th graders will participate in community service project, which will result in 80% of all kindergartens being able to identify and read grade level sight words from the Teacher’s College Word Recognition Lists.

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>Kindergarten teachers will assess students throughout the year on phonics, phonemic awareness, letter and sight word recognition.</p>	<p>Kindergarten teachers and students</p>	<p>September 2015</p>	<p>Teachers</p>
<p>In September 2015 students in grade 5 will participate in a special assembly that introduces the concept of service learning, and conveys expectations.</p>	<p>5th grade teachers and students</p>	<p>September 2015</p>	<p>Administration</p>
<p>In September 2015 select 5th grade student leaders will present this project to Kindergarten classes.</p>	<p>5th grade and kindergarten students</p>	<p>September 2015</p>	<p>Teachers and administration</p>
<p>In October 2015 Kindergarten students will meet their big buddy during a special meet and greet. During their first session 5th graders will administer a reading interest survey to their buddy.</p>	<p>5th grade and kindergarten students</p>	<p>October 2015</p>	<p>Teachers</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Money to purchase literacy centers, materials and make copies of activities, money for celebrations; schedules adjusted to include special assemblies and time for mentoring</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
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Kindergarten students will be assessed mid-year and at the end of the year to monitor the progress of word recognition. 5th grade students will be administered a service learning survey to assess the impact this project has had on them.

By February 2016, our goal is to have at least 50% of all kindergarten students able to identify sight words. The additional following dates have been selected and communicated to look at running record data in teacher teams, which include a review of sight word recognition:

October 19th; November 23rd; February 29th; April 4th; June 6th

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.

As per the 2014-2015 our teacher teams were an area of strength, particularly the 3 rd grade team. Teachers are analyzing assessment data, and are beginning to make adjustments to units of study to best meet students’ needs.

Teachers of grades K-2 have received ongoing training on guided reading, and every teacher implements guided reading 2-3 times per week, resulting in fewer students reading at Level 1.

Teachers across all grades are beginning to use visual rubrics to support students writing. .

As per Quality Reviews and PPOs conducted in the 2013-2014 and current school years, there is a need to ensure that students have consistent access to rigorous instruction that meets the demands of both the CCLS and the instructional shifts. In addition, the feedback received from these reviews has included a need to ensure that students have access to teachers that are able to scaffold instruction, provide multiple entry points and promote student thinking and participation.

As per observations conducted by administration, there is a need to focus professional development and norm expectations around instructional alignment and scaffolded instruction.

Our teachers are grappling with providing access to complex texts when students are reading severely below grade level. This is of great concern in grades 3-5, where students are asked to read texts at higher lexile levels with increased frequency.

Administration and staff have noticed that the Expeditionary Learning program used for ELA in grades 3-5 requires additional planning so that teachers provide students with reading and writing strategies that they can use independently.

Part 2 – Annual Goal

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

By June 2016, 100% of teacher teams will engage in 4 cycles of inquiry related to reading achievement, which will result in a 20% increase in students reading at or above grade level between the September and June running record assessments.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Scheduled data dive dates that coincide with running record assessments, and include looking at disaggregated data	Teachers	September 2015-June 2016	Teachers and Administrators
Curriculum mapping: Teachers will utilize an Understanding by Design framework to create unit maps that reflect the needs of all learners, and use Google Docs to house maps	Teachers	June 2015-June 2016	Administration
Professional development sessions with staff developers from Teacher’s College	Teachers	September 2015-June 2016	Staff developers in collaboration with administration
Select teachers will attend Teacher’s College professional development days and turnkey the sessions to their colleagues.	Teachers	September 2015-June 2016	Select teachers, administration

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Per diem and per session monies; money slated for Teacher’s College; a 6 th preparation period once per week; access to Google Docs; Every classroom will receive a copy of <i>The Reading Strategies Book</i> , by Jennifer Serravillo; Schedule adjusted weekly for professional development with Teacher’s College;											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Teacher teams and administration will use the data from the four checkpoints as a tool to monitor the effectiveness of inquiry cycles. In addition to overall class, grade and school trends, we will also look at the performance of both

Hispanic students and English Language Learners to ensure that we are closing the achievement gap that currently exists.

We will identify groups of students that are in greatest need of intervention and adjust the inquiry plan for these students.

By February 2016, our goal is to reduce the achievement gap in reading by at least 10%.

The additional following dates have been selected and communicated to look at running record data in teacher teams:

October 19th; November 23rd; February 29th; April 4th; June 6th

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

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

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

Part 1 – Needs Assessment

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

Part 2 – Annual Goal

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

Part 3 – Action Plan

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

Part 4 – Budget and Resource Alignment

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

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

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

Part 5 – Progress Monitoring

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

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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

<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–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

<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–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–<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 stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

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

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

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

Part 5 – Progress Monitoring

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

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Teachers provide Tier II instruction in the classroom, and document interventions. If after a Tier instruction cycle is conducted the student does not show progress, the child is brought to the RtI/PAL team to discuss next steps, including AIS.	<ul style="list-style-type: none"> -Great Leaps -Guided Reading -Double Dose of Foundations -Strategy Lessons 	<ul style="list-style-type: none"> -Small group -one-to-one -pull-out 	<ul style="list-style-type: none"> -During the school day -Before and after school
Mathematics	Teachers provide Tier II instruction in the classroom, and document interventions. If after a Tier instruction cycle is conducted the student does not show progress, the child is brought to the RtI/PAL team to discuss next steps, including AIS.	<ul style="list-style-type: none"> -Great Leaps -Go Math! Tier II instruction - Strategy Lessons 	<ul style="list-style-type: none"> -Small group -one-to-one -pull-out <div data-bbox="967 1255 1187 1476" style="border: 1px solid black; height: 100px; width: 100%;"></div>	<ul style="list-style-type: none"> -During the school day
Science	Teachers provide Tier II instruction in the classroom, and document interventions. If after a Tier instruction cycle is conducted the student does not show progress, the child is brought to the RtI/PAL team to	Differentiated instruction based on students' needs.	Small group instruction provided by teacher during Science period.	Service provided during the school day during the Science period.

	discuss next steps, including AIS.			
Social Studies	Teachers provide Tier II instruction in the classroom, and document interventions. If after a Tier instruction cycle is conducted the student does not show progress, the child is brought to the RtI/PAL team to discuss next steps, including AIS.	Differentiated instruction based on students' needs.	Small group instruction provided by teacher during Social Studies period.	Service provided during the school day during the SS period.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Teachers provide Tier II instruction in the classroom, and document interventions. If after a Tier instruction cycle is conducted the student does not show progress, the child is brought to the RtI/PAL team to discuss next steps, including AIS.	<ul style="list-style-type: none"> -PBIS -Socialization with peers -Expressing wants, needs and feelings appropriately -ParentCorps 	<ul style="list-style-type: none"> -Small group -one-to-one -pull-out 	<ul style="list-style-type: none"> -During the school day -Before and after school

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> • At this time, all of our staff members are Highly Qualified Teachers with all required documentation • When looking for new teachers, the following are utilized: <ul style="list-style-type: none"> o Job Fairs o Colleague Recommendations/Referrals o Interviewing candidates from open market/excessing o Resumes sent by colleges and universities

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).
<ul style="list-style-type: none"> • Mentors are assigned to new teachers or to teachers who may need extra support • All teachers participate in feedback conversations with administrators to reflect on pedagogy to support student achievement • All paraprofessionals participate in the Monday professional development time • Mondays are used for the professional development of staff • The budget has been aligned to provide teachers with additional professional development in the following areas: <ol style="list-style-type: none"> 1. Guided Reading 2. Creating units that are aligned to the CCLS and consider learners through thoughtfully scaffolded instruction and the embedding of multiple entry points 3. Ongoing PD from Teacher's College

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.).

Our parent coordinator, school and district social worker hold ongoing parent meetings, on various topics, including a meeting on transitioning to Kindergarten. We have also developed a partnership with NYU Parent Corp, an organization that is assisting us with parent outreach with parents who have children in our preschool program. The focus of this partnership is to increase parental involvement.

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Teachers receive ongoing opportunities to reflect on assessment practices as well as professional development on assessment in instruction through faculty and grade conferences, as well as frequent feedback conversations. After each benchmark period, the staff and SLT view and discuss school-wide and grade-wide trends on Running Record data. After each Assessment window, teachers have the opportunity to analyze grade level trends.

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	250,133.00	x	5A; 5B; 5C
Title II, Part A	Federal	114,353.00	x	5A; 5B; 5C
Title III, Part A	Federal	14,564.00	x	5A; 5C
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,098,489.00	x	5A; 5B; 5C

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).

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

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. PS 17, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy

to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **PS 17** 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>Henry David Thoreau</u>	DBN: <u>30Q017</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>70</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>5</u>
of certified ESL/Bilingual teachers: <u>5</u>
of content area teachers: <u>0</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: P.S. 17Q's Title III Program will provide English Language Learners with supplemental instruction in an After-School Program called Strategies for Success. The supplemental instruction will be provided by 5 certified ESL teachers. These ESL teachers provide full-time instruction to self-contained ESL classes or service ESL students on a daily basis. Our selection criteria for the teachers of this program also includes a minimum of one year of satisfactory teaching experience, as well as satisfactory ratings required in all previous assignments and a demonstration of familiarity with the Common Core Learning Standards. According to the NYSESLAT scores, we will notify parents/guardians to inform them that their child is eligible to participate in the Strategies for Success Program. The invitations will be extended to all students in Grades K and 1. All K and 1 students who scored at the beginner, intermediate, as well as the advanced level on last year's NYSESLAT (Spring 2014), will be asked to attend the program. Beginner, intermediate and advanced level ELLs will all be placed heterogeneously, by grade level and grouped strategically by classroom teachers. Delivery of instruction will be in English only. Our rationale for restricting the ELL After-School Program to Grades K and 1 is that our greatest ELL population lies within these two grade levels (44 ELLs in Kindergarten and 28 ELLs in 1st Grade).

The Strategies for Success Program will run from 2:20 pm to 3:35 pm for Grades K and 1. The program will take place on Wednesdays and Thursdays only, excluding holidays and vacations for both grade levels. It will begin on January 14, 2015 and end on April 23, 2015. We anticipate that this program will run for approximately a total number of 25 sessions. This additional support will provide students with the strategies and skills that are needed to meet Common Core ELA/ESL Standards. The supplemental help will focus on ESL grade level standards that are aligned with Common Core Standards, specifically in the four modalities of the English language. Using ESL strategies and methodologies, our ESL licensed teachers, will provide rigorous instruction and activities to promote English language proficiency. Based on survey results, we anticipate a total of 5 classes servicing approximately 70 ELL children. Supplementary materials will focus on the skills that are required to master the ESL Standards and through this achieve a higher or proficiency level on the NYSESLAT. The updated, Levels K and 1, 2013 edition of Getting Ready for the NYSESLAT and Beyond, by Attanasio & Associates, Inc. which is aligned to the Common Core State Standards will be used to service all of our students in Grades K-1. Supplemental guided reading materials for Grades K & 1 students only, will be provided. Students will use individual charts and rubrics to track their progress in reading, writing, speaking, and listening skills. Children will be exposed to realistic scenarios through detailed pictures (most of which are in color) and vocabulary rich text. The books support oral language development and allow for student accountable talk and social interaction. This program also fosters group work and lends itself to differentiated instruction. Each child will be provided with their own consumable activity workbook. Each Teacher's Edition includes a CD for the listening section. The activities have been designed and aligned with the components of the NYSESLAT so that students are exposed to the format, structure and language of the test.

The workbooks contain practice questions and passages for all four portions of the NYSESLAT. The questions range from sentence completion, to storytelling, social interaction, listening scenarios with a written response, reading passages, spelling with a graphic cue, editing paragraphs and formal essay writing. The questions vary depending on the modality and grade level of the students. The reading and writing portions incorporate content area skills and knowledge such as Science and Social Studies. Other skills reinforced include, author's purpose, drawing conclusions, figurative language, inference, main idea, prior knowledge, prediction, problem solving, sequence, word meaning, fact/detail, moral/lesson,

Part B: Direct Instruction Supplemental Program Information

picture/word I.D., etc. Basic and higher order thinking skills are incorporated into each exercise and vocabulary and language development are an inherent aspect of this program.

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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: Professional Development Programs: On January 7, 8 and 9, 2015, from 2:30-3:30 pm, our Assistant Principal, Maria Archodis, our ESL Coordinator/Service Provider, Georgia Meletiadis and our other part-time ESL service provider Emmanuelle Fradelakis will each provide a series of three professional development sessions for our 5 "Strategies for Success " Title III teachers. The titles of the three sessions are Part 1:"Empowering Teachers with Strategies For Success" and Part 2: "Using Guided Reading For Success" and Part 3: Differentiating Instruction Among ELLs in Small Groups. These 3 professional development sessions will serve as a planning and preparation which will take place before the "Strategies for Success" program launches, in order to familiarize the staff on how to successfully prepare our students for the NYSESLAT. Topics taught will include learning to navigate through the teacher manuals and mastering how to teach students to self record information about their skills on premade rubrics. In order to improve our ELLs' language proficiency levels, the teachers will share best practices and be provided with opportunities to work together to determine how to integrate the strategies into successful instructional practice in the classroom. We will use the expertise of our two certified ESL service providers, Georgia Meletiadis and Emmanuelle Fradelakis, who will serve as staff developers to familiarize the teachers with the manuals and student books as well as the implications for instruction so that the program is delivered by professionals who have been properly trained.

In addition, there will be a series of staff development sessions for all teachers that will take place during official hours presented and facilitated by our ESL Coordinator and providers. They will focus on data and how to interpret it to drive instruction that helps to meet the needs of our English Language Learners. NYSESLAT scores will be analyzed to determine what skills we need to address on an individual basis; these scores and data will drive our differentiated instruction within the classrooms. In addition, our ESL teachers will be part of any upcoming professional development that the Cluster and Central holds. We will then ask these teachers to turn-key any new information that they have learned back to the staff.

P.S. 17 will also hold other staff development sessions for our ESL and support staff. They will be as follows:

A variety of workshops given by the Office of ELLs throughout the year, will provide our teachers with knowledge on the needs of English Language Learners and implications for instruction. The ESL Coordinator of our school will receive dates, locations and topics of applicable workshops given by the OELs and select which are appropriate for specific staff members in our school to attend.

Support specialists from CFN 410 will be providing basic continued support and professional development for ESL teachers during the 2014 - 2015 school year.

Teachers will be trained in the Wilson Foundations Program throughout the year which will take place within the building as well as other locations,ie. the Brooklyn Bridge Marriot. This program will be used for struggling ELLs in small group instruction.

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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: Parental Involvement: Parents/guardians will be provided with workshops on various topics such as: homework help, preparing their child for city and state assessments, as well as community based programs available for their children. These workshops will be offered during the school day and in the evenings for parents/guardians who work (specific dates and times to be announced). One of the workshops offered will be on P.S. 17's Book of the Month. In this workshop the parents/guardians are presented with helpful strategies and resources based on a monthly picture book selection. They have the opportunity to receive a book for their home library and to gain knowledge of ELL strategies that can best serve their child. These types of workshops we hold incorporate resources such as bilingual dictionaries, bilingual glossaries in different content areas such as ELA, Science, Social Studies and Math, and a multicultural lending library in the parents'/guardians' native languages. In addition to these workshops, the parents/guardians are invited to the Annual Citywide ELL Conference.

Our Parent Coordinator will also have a critical role in our parent/community involvement for ELLs also serving as the Translations and Interpretations Coordinator of PS 17Q. Throughout the school year, the Parent Coordinator will invite community based organizations (CBOs), to conduct workshops for ELL parents/guardians. This will provide them with information about the various opportunities that are afforded to them. Parents/guardians also attend field trips to the library, colleges and museums while learning to read, write, speak, and understand the English language to become a better resource for their child. Parents/guardians will also participate in an on-site workshop led by ESL Support Staff called, "How to Prepare Your Child for the NYSESLAT". The Parent Coordinator will continue to provide and conduct enriching activities for families at PS 17Q and at various cultural and scholarly institutions within the community. The goal of this initiative is to strengthen the achievement of ELLs through parental involvement and empowerment and to further empower parents by informing them of how to utilize language translation/interpretation and 311 services available to them.

Parents/guardians of ELLs along with parents/guardians of native speakers of English, will be invited to Parents' Association meetings with a translated version of the PA flyer in their preferred language of communication. English speaking parents/guardians are also asked to volunteer as translators for various school documents or to support other parents/guardians who are less proficient in English.

This year, the Parent Coordinator has invited all parents of ELLs to join the ESL classes for parents. This course is designed to help immigrant parents learn and practice conversational English. As a class, the parents are given the opportunity to engage in discussions together while looking at pictures and watching videos of realistic scenarios. There will be 2 classes per week for the duration of the school year, with the goal of supporting oral language development and literacy in English.

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Part E: Budget

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

Allocation Amount: \$12824

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>Training Rate= \$19.12</u> <u>Supervisor Per Session= \$43.94</u> <u>Teacher Per Session=\$41.98</u> <u>\$7,200.00</u>	<u>Provide instruction for students in grades K-1 who have been identified as English Language Learners in the areas of NYSESLAT, Test Sophistication and ELA</u>
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	<u>\$1,200.00</u>	<u>Professional development for teachers focused on guided reading and small group instruction</u>
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	<u>\$3,224.00</u>	<u>Revised 2013 :Getting Ready for the NYSESLAT and Beyond, Attanasio & Associates (Instructional Test Prep for ELLs)and guided reading materials Levels A-E.</u>
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	<u>\$1,200.00</u>	<u>Parental Involvement:Supplies for workshop and materials for parents to support instruction at home.</u>
TOTAL	<u>\$12,824.00</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 30	Borough Queens	School Number 17
School Name Henry D. Thoreau		

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 Rebecca Heyward	Assistant Principal Maria Archodis
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher Shirley Arana, ENL Coordinator	School Counselor
Teacher/Subject Area	Parent Leslie Romero
Teacher/Subject Area Lollinez Perez, Dual Language	Parent Coordinator Constandina Pilios
Related-Service Provider Cindy Corchado, BL Speech	Borough Field Support Center Staff Member
Superintendent	Other (Name and Title) Allison Bentley, Pupil Account

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	7	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	6
Number of certified bilingual teachers currently teaching in a bilingual program	4	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]	4	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	569	Total number of ELLs	129	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 type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11

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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
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	1	1	1											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	129	Newcomers (ELLs receiving service 0-3 years)	123	ELL Students with Disabilities	43
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	6	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
DL	24	0	1	0	0	0	0	0	0	0
ENL	68	0	36	0	0	6	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 4

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	8	17	10	15	2	27													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): <u>46</u>	Number of students who speak three or more languages: <u>0</u>
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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	19	29	15	12	8	9								0
Chinese	3	0	0	0	0	0								0
Russian	0	0	0	0	0	0								0
Bengali	7	0	2	2	3	1								0
Urdu	0	0	0	0	0	0								0
Arabic	0	4	2	1	2	1								0
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	0	0	0	0	0	1								0
Punjabi	1	0	1	0	0	0								0
Polish	1	0	0	0	0	0								0
Albanian	0	0	0	0	0	0								0
Other	3	1	0	1	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)	6	6	2	2	1	1								0
Emerging (Low Intermediate)	9	1	5	3	5	4								0
Transitioning (High Intermediate)	7	5	3	1	3	4								0
Expanding (Advanced)	12	22	10	10	4	3								0
Commanding (Proficient)	0	9	10	1	1	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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	10	1	1	0	0
4	8	0	0	0	0
5					0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	10		1		1		0		0
4	9		1		1		0		0
5									0
6									0
7									0
8									0
NYSAA									0

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
Assessment Tools:
 NYSITELL
 NYSESLAT scores (K-5)
 English and Spanish assessments TCRWP reading assessments
 TCRWP High Frequency Words assessments
 ESTRELLITA
 Fountas & Pinnell Spanish reading assessments

 A review of both AYP data and reading level data indicate there is about a 31% gap in reading levels between English Language Learners and native English speakers. The data from these assessments provides teachers with insight to appropriate grouping for these students, as well as reading level behaviors to target within instruction. We use TCRWP Assessment Pro to collect our ELA assessment data. This program allows us to filter out ELL and Former ELL students' results. We can view the percentage of students who fall below, or are approaching the standards, as well as monitor student progress. We can then identify the individual students' needs and plan for leveled instruction, at-risk targeted instruction, or potential movement to Tier II RTI instruction. We can identify the individual students who need targeted instruction to support moving these students to meeting the standards levels within 2 benchmark periods. Students who do not progress to meeting the standard levels are further evaluated for additional interventions. Interventions include: Double Dose of Foundations (K-2); Great Leaps (K-5); Guided Reading (K-5).
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 When looking at student results on the NYSITELL and especially the NYSESLAT, we have found that students in all grades fare much better in listening and speaking with a large portion reaching proficiency. However, children are moving up in all modalities in Grades 1-5 with many children reaching the advanced level and a great number reaching proficiency. In addition, students in Grades 2-5 are gradually moving from an intermediate to advanced level in Reading and Writing. The results show that there needs

to be more intensive instruction in Reading and Writing beginning in Kindergarten through Grade 5.

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

As referenced in the assessment section, we have used AYP data to set goals to reduce the achievement gap within ELA. Based on state testing data from the 2014-2015 ELA, we did not make AYP for both the Hispanic students subgroup and the All students category. One of our CEP goals is to reduce the reading achievement gap between ELLs and Non-ELLs.

4. For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

The pattern across proficiencies in our Dual Language classes is that they are all high functioning compared to their peers in other classes, whether they are ELLs or not. The heavy NL support, in addition to being able to connect previous learning in two language has been a great support to the ELLs in the dual language classes. We have observed both ELLs and Non-ELLs able to write and read in two languages.

The patterns across proficiencies and grades in our ESL, K-5 program are as follows:

According to the most recent RLAT report, the trend continues to be that the majority of students in all grades are scoring the lowest on the Writing test with the second lowest scores occurring in Reading. Highest scores are in Speaking and Listening with Speaking taking the lead for the highest scores.

- b. ELL Periodic Assessments are not used at our school. In addition to the other assessments used at the school, Dual Language classes use assessments from both the Estrellita and Senderos programs.
- c. The native language Periodic Assessment used at our school is EL SOL with our Kindergarten and first grade Dual Language classes only. The students in this class are being instructed in both English and Spanish. They are assessed on their recognition of English Sight Words, letters, content vocabulary, etc. and also assessed on their recognition of Spanish Sight Words, letters, content vocabulary, etc. During assessments, the native language is only used when testing students in Spanish.

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.](#)]

Classroom teachers are currently using the ELA assessments described and listed in question #1, as well as teacher created assessments to determine the levels of their students. Teachers then provide Tier I instruction, taking detailed conference notes and monitoring the progress of the students for 9-12 weeks. After providing students with Tier I instruction in the classroom, if students (both ELL and EPs) show weakness in a specific skill or area, these conference notes and assessments are used to inform instruction on a Tier II level. This data is also reviewed by the Pupil Personnel Academic Intervention/RTI team to support teachers in making instructional decisions as well as to determine a student's appropriate Tier level. A member of this team will visit the classroom to conduct an observation, as well as collect and review additional data to ensure consistency between what was reported and what is actually happening.

Based on the above process, the team will either: recommend that a child moves to another Tier; schedule professional development and/or coaching sessions with a team member and the teacher; request that the teacher implement certain interventions within the classroom

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

Our Pupil Team has a system in place, as described in the above section, to ensure that student referrals are based on data, taking a child's language development into account.

Our administrators, ESL Coordinator and Parent Coordinator advocate for and promote Dual Language education within our school community and allocate resources for the Dual Language Program. The key features we looked for when hiring our Dual Language teacher was someone knowledgeable about second language acquisition and bilingual education theory, research and pedagogy, who understood the DLP objectives, organization and instructional practices and sought additional resources for the DLP. In return our administration and ESL Coordinator provide support to her and the parents of our DLP in the form of meetings, class visits, feedback and modeling effective instructional strategies so that all content areas are in both languages, the same as the core curriculum and every child's second language development is considered.

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. We use Fountas and Pinnell Text Gradient to assess EPs, Bilingual students, and ELLs in the target language. We use both English and Spanish assessment materials provided through Fountas and Pinnell.

b. The level of language proficiency in the target language for EPs at the beginning of the year is BELOW ENTERING. If the child began the Dual Language program the previous school year (ex: Pre-K, or K) than it is HIGH ENTERING or MID EMERGING. Our set goals for language proficiency for EPs by the end of the year varies by grade: K= ENTERING/EMERGING; 1=EMERGING/ TRANSITIONING 2=TRANSITIONING. Ultimately we know that it will require 5 years of language instruction for EPs to acquire a COMMANDING level in the target goal. Thus we plan on expanding our Dual Language program to the older grades.

c. We have only given the baseline Writing Performance Tasks in grades K and 1, and this data has revealed that EP students in the dual language programs significantly outperform their peers that are in non-DL classes.

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

We have adjusted our evaluation process based on not meeting AYP and reading achievement data. Reading data is pulled formally 5 times a year. In addition, by October, students are identified for at risk Guided Reading and Double Dose of Foundations groups. We are implementing a new push-in/pull-out model based on the AYP data. Our goal is to create flexible groupings that can change every 8-10 weeks based on reading levels.

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.

1. Once any new student enrolls at P.S. 17 Q., a licensed pedagogue, S. Arana, the ENL Coordinator, or Lollie Perez, Dual Language Teacher, will administer the Home Language Identification Survey (HLIS). At that time, the licensed pedagogue trained in the student intake procedures, conducts an informal oral interview in English and/or in the parent’s/guardian’s preferred language of communication to discuss home language with the family and make a determination of the child’s home language. Based on the results of the HLIS and the parent/guardian interview, it is determined whether or not the student will be eligible to take the NYSITELL in English, and Spanish where applicable. S. Arana, the fully certified ESL pedagogue administers the NYSITELL exam within the first 5 days of student registration. The NYSITELL is a test that establishes the English proficiency level of a student. S. Arana the ENL Coordinator will also administer the Spanish LAB, when necessary. Students who speak Spanish at home and score at or below proficiency on the NYSITELL are administered the Spanish assessment to determine language dominance. The NYSITELL is hand scored and recorded by S. Arana, the fully certified pedagogue, before being delivered to the Scan Center. According to the NYSITELL results, students identified as English Language Learners (ELLs) are properly placed into the correct program classes. The ESL Coordinator generates and reviews the report for entitled student so that testing is thorough and accurate. At which time S. Arana will inform parents of the results of the NYSITELL and ELL status using the NYCDOE standard parent notification letters (in their preferred language) with the 5 school days. Parents are informed of their entitlement to ELL services and the parents right to choose one of three ELL programs offered in NYC. S. Arana will send invitation letters to attend the parent orientation session in their home language, show the parent orientation video in their preferred language, give out parent brochures in preferred language, and send home program placement letters in preferred language after parents have selected, within 10 school days.

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).

At this moment we do not have or have had any SIFE students. NOT APPLICABLE. If we were to acquire/ enroll a SIFE case then we will refer to the most updated version of the ELL POLICY AND REFERENCE GUIDE to establish due process.

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).

Members of the LPT are as follows. Parents/Guardians and Translator, if needed, are also valued and important members of the LPT.

Administrator:	L. Wright
ENL Coordinator:	S. Arana
Director of Special Education:	E. Trerise
Parent Coordinator:	D. Pilios
Family Worker:	E. Vlassis-Cueva
Pupil Accounting Secretary:	A. Bentley

1. Parent/Guardian is given a Home Language Identification Survey (HLIS) in their native language, with a pedagogue at their side, to answer questions and conduct a language interview.

A. Questions for Parents: Who does the child live with?

What is the child birthplace?
How long in the U.S.?
DOES THE CHILD HAVE AN IEP?
Whats your name?
How old are you?
Whats your favorite color?

A. Questions for Child:

2. If the child has already been in school, then A. Bentley, the Pupil Accounting Secretary, must verify if the child has an IEP and IMMEDIATELY contact E. Vlassis-Cueva, the Family Worker.
3. The Family Worker will then email D. Pilios, the Parent Coordinator to notify her of the new enrollment with an IEP. At which point, the Parent Coordinator will assemble the Language Proficiency Team (LPT). This means:

A. The Parent Coordinator will: Create an LPT Cover Sheet, which when completed will be filed in the students CUMM by the Pupil Accounting Secretary.

B. Set up a conference (by phone or in person) to notify the Parent, that the school will conduct or review formal or informal assessments to decide if the child NYSITELL eligible, in which the Parent/Guardian must be present.

4. The following LPT members will then review students IEP, review previous work (if available), and review or conduct informal or formal assessments or screeners in order to determine if the student should take the NYSITELL or NOT.

Administrator: L. Wright

ENL Coordinator: S. Arana

Special Ed Director: E. Trerise

5. The decision of the LPT will be on a case-by-case scenario, and use the English Language Learner Policy and Reference Guide 2015-16 as a reference. ***Always check on the DOE website first, to see if there is an updated version issued*** The ENL Coordinator will update others of any changes.

6. If the LPT recommends the child should take the NYSITELL, then the ENL Coordinator will conduct the exam right away.

7. If the LPT recommends the student should NOT take the NYSITELL, they must send their recommendation (LPT Cover Sheet, found in student's CUMM, and work/assessments reviewed) to the Principal.

8. If the Principal AGREES with the LPT recommendation of NOT administering the NYSITELL, to the child, then the Principals determination is sent to the superintendent for review.

9. Parent should be notified of the Superintendent decision within 3 days, by any of the LPT members.

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

The ENL Coordinator, S. Arana, distributes the entitlement and non-entitlement letters in the parents preferred language and makes a copy with the ACCURATE DATE OF DISTRIBUTION to keep in students cumulative, as well as ENL PROFILE cumulative, which are kept private but accessible to administration and teachers. The ENL Coordinator's supervisor, M. Archodis Assistant Principal, often checks or will assign a paraprofessional, to check, if student cumulatives are updated and complete with up-to-date letters such as but not limited to entitlement and non-entitlement letters.

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).

1. School receives written request to initiate the Re-identification Process (e.g., parent writes letter to principal).

2. Childs Teacher, S. Arana ENL COORDINATOR, and L. Wright Assisntant Principal, review all documents related to the initial or reentry identification process

3. S. ARANA reviews the student's work in English and in the home language.

4. Teacher and ENL Coordinator consults with parent or guardian.

5. S. Arana conducts and reviews the results of a school-based assessment, administered by S. Arana of the student's abilities in listening, speaking, reading and writing in English.

6. Based on the recommendation of the Teacher and ENL Coordinator, the school principal, R. Heyward, determines whether to change the ELL status or not. Written notification of the decision in the parent's preferred language is sent to the parent or guardian by S. Arana or D. Pilios, Parent Coordinator.

7. Upon receipt of signed notification acknowledging the principal's recommendation to change the ELL status from the parent or guardian, the relevant documents and recommendation are sent to the superintendent (or designee) for review and final decision.

8. Written notification of the decision is sent from the superintendent to the principal, parent, guardian, in the parent's preferred language within 10 school days of receipt of documentation from the principal.

9. All notifications and relevant documents is kept in the student's cumulative folder.

During ELL Parent Orientation, which was held within the first 10 school days, S. Arana invited parents who had questions and concerns about their childs ELL status. At which point she explained to families their right to appeal and the due process necessary to appeal.

Parents were also notified upon registration by Administration, Parent Coordinator, and the Pupil Accounting Secretary A. Bentley that an appeal process is available and to further inquire with S. Arana, the ENL Coordinator.

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.

Every school year, we have ongoing Parent/Guardian Orientation Meetings for the parents/guardians of our ENL students. The fully certified ENL pedagogue, who is also the ENL Coordinator S. ARANA, conducts the first orientation meeting within the first ten days of school, along with the help of other staff members such as, D. Pilios, the Parent Coordinator, L. Perez a Dual Language Teacher, and M. Archodis, the Assistant Principal and provides an agenda and sign-in sheet for the parents. The Principal, R. Heyward and Parent volunteers such as Leslie Romero are also present at the orientation to greet, assist or provide translation services. At this meeting, we show the parents/guardians the Parent Choice Video from the New York City Department of Education. This video is viewed in all the languages that represent our population. Lollie Perez, a 2nd grade Dual Language teacher and S. Arana the ENL service provider, explain, in depth and with translation (if needed), how Dual Language and Freestanding ENL is offered/modeled in our school. Parents can ask questions about the classroom, resources needed, curriculum, learning and language objectives for each particular program. The Assistant Principal M. Archodis and Parent Coordinator D. Pilios, go on to explain that although Transitional Bilingual Education is offered in NYC, it is unavailable at P.S. 17. This means that parents who select this option, can request a transfer to another school within the district that DOES have said program. Until that time, the student will be kept in a Freestanding ENL program. Parents are also notified by the ENL Coordinator, that if the Parent Survey/Selection form is NOT returned, the default program is TBE, again reinstating that it is NOT available at our school, at this time. This makes is very important that all Parent Survey/Selection Forms be filled out and returned as soon as possible.

Having a Dual Language Teacher, Freestanding ENL Teacher, and Parent Coordinator, available in person at the ELL Parent Orientation Meeting or over the phone (if needed/requested), with translators and translated forms/surveys available, to answer questions, concerns, and providing assistance and insight into each of the different programs available to ELLs will ensure that parents understand all three program choices within the specified timeframe.

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

The ENL Coordinator/ENL service provider, S. Arana, is responsible for distributing all entitlement, continued entitlement, non-entitlement, parent surveys and program selection forms, to the appropriate students within the first 10 days of school. The letters are all in the parents'/guardians' preferred language of communication, and include the date and school letterhead. Copies of all the letters and records are maintained in the child's cumulative file and ENL student cumulative file. The ENL files are all stored in the office of our ENL Coordinator and are accessible for viewing upon request. A poll/survey is taken to inquire the best available time to accommodate parents for personal conferences conducted between the ENL coordinator and the parent. We request and send reminders to parents to attend the ELL Orientation Meeting, at which they will have the opportunity to fill out all the necessary documents in person and with assistance if needed. Translators are available at this meeting. Parents who could not attend the Orientation Meeting are requested to contact the ENL Coordinator or the Parent Coordinator D. Pilios to arrange a personal meeting or phone conference at the parents nearest convenient. A record is kept of contact and exchanges between school and parents. Students are sent home with daily reminders in their folders and agendas to return all letters and forms by the expected due date. Finally, as the Program Choice forms are returned, an EXCEL file is created by S. Arana, the ENL COORDINATOR, to record returned forms and parent selection/choice. This file is then passed along to the Pupil Accounting Secretary, A. Bentley, regularly as it expands, in order to be entered into the ELPC in ATS within a timely manner.

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

Once the Parent Survey and Program Selection forms have been distributed in the parents preferred language, along with an ELL brochure also in the parents preferred language, by the ENL Coordinator S. Arana, an EXCEL file is created by the ENL Coordinator, listing all the parents who received the Parent Survey/Selection form, in which language, and when it is returned. This living document is updated daily by the ENL Coordinator to ensure timely response and placement. Once the expected returned date of Parent Survey/Selection form has passed, the ENL Coordinator will attempt to reach parents in person or over the phone, of those who have yet to return the documentation in order to receive all necessary documentation. If parent has yet to return forms, according to updated EXCEL file kept by ENL Coordinator then a Program Placement w/out return of Parent Survey/Selection Letter, will be sent home in the parents preferred language, with a date, and school letterhead. A copy of this letter will be made and kept in both student's cumulative and ELLs profile cumulative. These letters can be found on DOE Intranet.

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

Our schools assigns ENL Coordinator, S. Arana, to distribute Placement Parent notifications in a timely manner. All notifications are distributed in the parents preferred home language. A copy of the notifications distributed is made by the ENL Coordinator and kept in the students cumulative file. The ENL Coordinator also keeps a copy in her office along with any other necessary documents returned. These ELL CUMULATIVE files are kept private but accessible to teachers and administrators. One way we ensure that the letters are sent is by checking the ELPC in ATS. This screen should be updated by the Pupil Accounting Secretary A. Bentley regularly

to show and record parent selection forms have been returned in a timely manner. The ENL Coordinator also keeps an EXCEL sheet to record which documentations have been distributed and returned. This EXCEL file is available to administrators and is constantly being updated.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). All ELL related documentation distributed and returned is kept and updated by the ENL Coordinator, S. Arana. Originals and copies are made, dated, and filed into the students cumulative file and ELL cumulative files kept in a locked cabinet in the ENL Coordinators office. ELL Cumulative files are made accessible to teachers and administrators only.
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.

P.S. 17 administers the New York State English as a Second Language Achievement Test (NYSESLAT) to all English language learners annually to measure progress in English language acquisition and to determine continued eligibility for ELL services for the following year. We know that in order for students to receive a valid score, schools must administer all sections (speaking, reading, listening, and writing) of the NYSESLAT to students. To ensure that we are administering all parts of the NYSESLAT to all eligible students, the ENL Coordinator S. Arana, Principal R. Hayward, and other Test Accommodating staff will work with their together to complete the following steps:

Step 1: Identify Eligible Students

- S. Arana the ENL Coordinator will print out the RLER report from ATS for a list of NYSESLAT-eligible students.
- Identify any NYSESLAT-eligible students who have long-term absences and have the Pupil Accounting Secretary A. Bentley, Parent Coordinator D. Piliros, or Students Teacher, call their parents to ensure students are present during scheduled exam times.

- Upon receipt of your NYSESLAT materials the ENL Coordinator will count the number of booklets and answer documents

Step 2: The appropriate pedagogue will administer All Subtests of the NYSESLAT during the Administration Window and Track Student Completion

- This pedagogue will be trained in administering the NYSESLAT.
- To administer the speaking subtest during the administration window, the ENL Coordinator will ensure the following:
 - o Assign a sufficient number of staff and adjust your school schedule as necessary to ensure that you are able to administer to all NYSESLAT-eligible students the speaking subtest during the administration window.
- To administer the reading, listening, and writing subtests during the administration window, the ENL Coordinator will:
- Track completion and ensure students who were not present during times originally scheduled have opportunities to complete the NYSESLAT.

Step 3: The ENL Coordinator will ensure that All Students Eligible to Take the NYSESLAT Have Been Tested

- Teachers and Parent Coordinator D. Piliros will follow up with students who have not taken the NYSESLAT and their families to emphasize the importance of the NYSESLAT by making them aware that the NYSESLAT determines their English proficiency, whether a student will receive ENL and/or bilingual services the following school year, and contributes to promotional decisions.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. The ENL Coordinator S. Arana, in early September, reviews the previous years NYSESLAT and ELA scores. These reports are provided to the ENL Coordinator by the Pupil Accounting Secretary, A. Bentley. An EXCEL file is then created, by the ENL Coordinator, to identify which students tested out of ELL services through obtaining a CM on the NYSESLAT or obtaining an EX and a 3 or 4 on the ELA. These students are entitled to transitional support, which is 90 min of ENL instruction and will be programmed to receive as such. The students who received an EX or lower and did not obtain a 3 or 4 on the ELA are identified as ELLs and placed in either a Dual Language class, if available, or a Freestanding ENL program. Letters are sent by the ENL Coordinator in the parents preferred language with a school letterhead and date of distribution. Copies are made and kept in student cumulative and in the ENL Coordinators office. Parents are asked to sign the letters and return the bottom cut-off portion. This return slip is copied and also kept in the students cumulative and ENL cumulative.
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).

Taking into account the previous couple of years Parent Survey and Program Selection forms choices. We have inferred that about 60% of our parents choose Dual Language as their primary choice for ENL services for their child. The overall trend is that parents would like to continue in the Dual Language program as their children move forward in their academic careers. We have continued to build alignment between parent choice and program offerings as per Aspira Consent Decree by offering Dual Language in PRE-K, KINDERGARTEN, 1ST GRADE, and 2ND GRADE. We plan expanding the program into 3rd, 4th, and 5th GRADE in the upcoming years in order to fulfill parent requests. We are currently looking to interview possible candidates for teaching positions and researching grants that will help us to expand our Dual Language 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.

Freestanding English as a new language (ENL) programs provide instruction in English with home language support, emphasizing English language acquisition. As per CR Part 154, there are 2 types of ENL:

 - Stand-alone ENL is instruction to develop English language skills so that students can succeed in core content courses. It is delivered by a certified ENL teacher such as Ms. Fredalakis, Ms. Melatiadis, Dr. Khan, Ms. Vince, and Ms. Slouffman. A student does not receive stand-alone ENL in lieu of core content area instruction. ELLs are grouped together in an ENL class, for the entire school day and for all content instruction. Heterogeneous grouping occurs in Stand-alone or Self Contained classes
 - Integrated ENL is instruction to build English language skills through content area instruction. It is delivered by a dually certified teacher (ENL and a content area) or co-teaching by a certified ENL teacher, Ms. Arana and a certified content area teacher such as Ms. Brush, Ms. Cullen, Ms. Khan, Ms. Pappas, Ms. Brommell, and Mr. Baez. Both methods of integrated ENL instruction include content area subject matter and English language development using ENL strategies. All ELLs and former ELLs up to 2 years after exiting ELL status receive a minimum number of units of integrated ENL. The ENL teacher works with ELLs in collaboration with general education classroom teachers to provide language acquisition and vocabulary support. There is a common preparation time between the 2 teachers and/or prior collaborative lesson planning. Push-in or Integrated teaching occurs with Least Restrictive Environment is possible.
 - Pull-out model is when ELLs who spend the majority of their day in all-English content instruction are brought together by Ms. Arana, the ENL Coordinator, from various classes for English-acquisition-focused instruction. ENL teacher plans carefully with general education teachers to ensure curricular alignment and continuity of instruction. Pull-out modals are grouped by language proficiency levels.

The integrated ENL along with a subject area taught are dependent upon the student's proficiency level. In grades K to 5, at the entering, emerging and transitioning levels, integrated ENL with ELA is provided; at the expanding level, the integrated ENL is with any content area that best meets the needs of the student.

In grades PRE-K to 2, certified bilingual common branch teachers are permitted to provide the ENL component of a bilingual program. These teachers are Ms. Reyes, Ms. Perez, Ms. David, and Ms. Rivera. These teachers hold the bilingual certification needed to teach in a bilingual program.

Students are placed in one of the three ELL programs based on parent selection. The initial parent selection is recorded in the ELPC by the Pupil Accounting Secretary, A. Bentley, based on the Parent Survey and Program Selection Form.
 - b. TBE program. *If applicable.*
NA
 - c. DL program. *If applicable.*

The dual language program at P.S. 17 comes at a time where bilingualism and cultural understanding is becoming increasingly important in our changing society. The main goal of our Dual Language Program is that our students develop a high academic and linguistic proficiency in two languages. Dual language students participate in a rigorous academic program that nurtures the development of bilingualism, biculturalism, and bi-literacy so that students will graduate ready for college, career, and life in a globally competitive economy. This instruction is given by Ms. Rivera, Ms. Reyes, Ms. Perez and Ms. David. We use a Two-Way Dual Language model at our school which means that two language groups of students will be joined in the same class to become bilingual, bicultural, and biliterate. Our dual language classes are composed of an equal number of Spanish-speaking and English-speaking students who are learning in both languages. The language of instruction is alternated daily by the teacher. This is called a "50/50 Roller Coaster Model."

The Dual Language program is offered to all students who are entitled to ENL services and English proficient students in grades PRE-K, KINDERGARTEN, 1ST GRADE, AND 2ND GRADE students who wish to learn Spanish as a second language. Some of our students speak additional languages at home. Because they already have a pre-existing foundation for learning a second language, these students often do very well in the dual language classroom. Having your child learn a third or fourth language at this early age will only add to their benefits in the long term.

Children in our dual language programs...

- 1 Become bilingual, bi-literate and bicultural members of the world society at large
- 2 Have a greater capacity for listening
- 3 Think more creatively and analytically
- 4 Develop better communication skills
- 5 Express enthusiasm and have an aptitude for problem solving
- 6 Have a greater awareness of self and others
- 7 Gain insights into other cultures
- 8 Become part of a greater linguistic and cultural community
- 9 Provide access to a greater part of the world
- 10 Take advantage of the optional time to earn a language and develop an appreciation and understanding of diverse cultures, peoples, and perspectives in the world.

When a child is interviewed for kindergarten, a school staff member such as D. Piliros Parent Coordinator, M. Archodis Assistant Principal, S. Arana ENL Coordinator or C. Corchado Bilingual Speech Pathologist, or L. Perez Dual Language Teacher, informs the parents of the different programs that are available at our school. The parents then indicate their interest in the Dual Language Program on their child's kindergarten application. Decisions are then made by R. Heyward Principal, M. Archodis Assistant Principal and S. Arana ENL Coordinator, based on the availability for each class and regardless of their language proficiency levels.

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)?

Levels	Total # Minutes ENL		Breakdown of Total # Minutes ENL Flexibility: Minimum #
	Minimum # minutes standalone	ENL Minimum # minutes integrated	
minutes			
Beginner / Entering ENL/ELA	360 0	180	180 integrated
Low Intermediate / Emerging ENL/ELA	360 90	90	180 integrated
Intermediate / Transitioning ENL/ELA	180 90	0	90 integrated
Advanced / Expanding content area	180 0	0	180 integrated ENL/ELA or other
Proficient / Commanding** area	90 0	0	90 integrated ENL/ELA or other content

Students who've obtained an ENTERING OR EMERGING and are entitled to 360 min of ELL instruction are therefore placed in a Self-contained ENL classroom with TESOL certified instructors such as Ms. Fradalakis, Ms. Melatiadis, Dr. Khan, Ms. Antoniou, Ms. Vince, and Ms. Vince.

Students who've scored ANY on the NYSITELL OR NYSESLAT are given the option of enrolling into DUAL LANGUAGE INSTRUCTED BY MS. RIVERA, MS. PEREZ, MS. REYES OR MS. DAVID. Pending Parent Choice

Some students with IEPs or DISABILITIES are in Integrated Freestanding ENL in a Least Restricted Environment. They are serviced by S. Arana for however many minutes they are entitled to.

Records are kept and monitored using the RLAT IN ATS to ensure all students are serviced.

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.

In Grades K-5, focus will be placed on modifying Teachers College Reading/Writing Workshops.

- Instruction is fully aligned with Common Core Learning Standards and ESL Common Core Learning Standards
- One fully licensed and certified NYS/NYC teacher will provide these services during literacy and/or content area instruction.
- Kindergarten through Grade 2 will be using Teacher's College for both reading and writing.
- Grades 3 through 5 will be using the Expeditionary Learning ELA program.
- Conference notes and data will be used to monitor student achievement and differentiate instruction.

The Award Reading Program will be implemented in Grades K-3 ESL classrooms

- All instruction is consistent with CR Part 154 requirements
- 100% of instruction is delivered in English, however, we do have a dual language classrooms that are English/Spanish.

Our self-contained ESL teachers are fully/dually certified

-Fountas and Pinnell are also used to measure student level growth in English and Spanish

The Skills strand of the Core Knowledge Language Arts program teaches students the decoding skills needed for (future) independent reading. Each Skills lesson begins with a warm-up, reviewing previously taught content in reading, writing, and/or grammar. All reading times—denoted below as demonstration stories or whole group, small group, or partner reading—consist of a story preview, presentation, and discussion

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

Our school uses Founts and Pinnell for Spanish language assessment collection and review of data to address the needs of our ELL students. Native language support is systemic, but not limited to the ESL classroom. In addition, to glossaries, dictionaries, and materials in the native languages represented by ELLs, school personnel such as Ms. Y. Canonico, and Ms. A. Docel, who are able to provide support to students during the school day are utilized to provide clarification for ELLs (in their native languages), especially to those who may be struggling with content and concepts in the content areas. Teachers group students of the same language for certain activities so that they can assist each other and respond in their native language. Each of these strategies extend to after and before school programs as well.

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

Administration analyzed observation data on a regular basis to ensure that there is sound instruction that incorporates all modalities. Teachers in our school identify and put into practice the best strategies that are needed in standards-based instruction. By using texts geared for ELLs such as, *Getting Ready for the NYSESLAT and Beyond*, by Attanasio & Associates, Inc., which students in all grades use to engage in activities focused on all four modalities of English acquisition, we ensure that our ELLs are evaluated in all four modalities of English acquisition throughout the year. This resource includes individual student progress charts to assist teachers in assessing the students on their strengths and weaknesses within each modality. This data can be used to inform further instruction while monitoring student progress. The new editions of this tool are aligned with the NYS CCLS and not only serve as test preparation, but as a tool for teachers to use to inform instruction for students' individual needs. An important feature presented in these books for grades 3-5 is the practice in preparing for the English Language Arts assessments, which ELLs are required to take after being enrolled in school for one year or more. Teachers are presented with standards-based/skills-based activities that go beyond traditional test preparation and are designed to be part of their regular instructional program. Books like this help our teachers identify the skills that are our ELLs need and then provide appropriate instructional strategies for teaching them.

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

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

a. In the event that a SIFE student is admitted to P.S. 17, we have a plan in place to best serve this population. These students will initially be placed with beginner ELLs in grade appropriate classes and receive intervention services from an ESL push-in teacher for a total of 360 minutes per week for six to eight weeks. This instruction will be differentiated based on the proficiency level of the student and formal as well as informal assessments. Upon further assessment, these students will be placed into a grade appropriate setting according to their individual needs. They will receive "Response to Intervention" (RTI) small group instruction daily each morning for a duration of approximately 30 minutes for extra support. Classrooms will be equipped with the Award Reading Program which integrates interactive technology and print to accelerate reading and language skills based on individual student levels.

- b. Plan for ELLs in school less than 3 years/ Newcomers:

Instruction will be focused on Basic Interpersonal Communication Skills (BICS). Total Physical Response (TPR) will be incorporated

into all instruction to ensure that students comprehend all information presented. Academic language will be incorporated into grade level instruction, but will be limited to basic concept words until students acquire additional language. Instruction will remain uniform according to content, but will incorporate various ESL strategies such as the use of realia, visual aids, repetition and graphic organizers. Students will be placed in classes with more advanced ESL students or native English speakers in order to promote oral fluency. Classrooms will be equipped with the Award Reading Program which integrates interactive technology and print to accelerate reading and language skills based on individual student levels. In addition to ESL services, students will be offered AIS, and Title III supplemental program instruction.

- c. Plan for ELLs in school 4-6 years:

Instruction will be academically rigorous and will focus on Cognitive Academic Language Proficiency Skills (CALPS). These students have already acquired social English skills, but academic skills are limited. They need various ESL methodologies and techniques to improve in all content areas. This instruction will be on grade level, but will be intensive and vocabulary rich. Small group instruction will be a key part of advancing listening, reading, writing, and speaking skills. Teachers run the RLAT report from ATS to group students according to ability in each combined modality and as a result, meet the specific needs of each student. Classrooms will be equipped with the Award Reading Program which integrates interactive technology and print to accelerate reading and language skills based on individual student levels and Understanding Mathematics, another computer based supplemental Mathematics pilot program, which is equipped with Spanish and English audio for all lessons. In addition to ESL services, students will be offered AIS, RTI and Title III program instruction.

d. Plan for ELLs in school 6 years completed or more / Long Term ELLs

Instruction will focus on repetition and small group intervention. There will be continual formal and informal assessments aligned with instruction in order to determine individually appropriate focus skills. Instruction for these students will be highly structured and predictable. Classrooms will be equipped with the Award Reading Program which integrates interactive technology and print to accelerate reading and language skills based on individual student levels. In addition to ESL services, students will be offered AIS, RTI and Title III program instruction.

e. Plan for former ELLs

Transitional Student Support Plan (ELLs that pass NYSESLAT are transitional students for 2 years) P.S. 17's plan for supporting the students who passed the NYSESLAT is as follows: All former ELLs, who have passed the NYSESLAT exam, will continue to get support services for up to two years, depending on the assessment of individual student needs. For at least two years following the school year in which a student is exited from ELL status, former ELLs receive at least one half of one unit of study of English as a new language (90 minutes per week) and are eligible for certain specified testing accommodations. Former ELLs receive time and a half (extended time) testing accommodations for up to two years after testing out of the NYSESLAT. These students are also invited to participate and attend the Title III after-school program for additional support. In addition, most of these students are placed in ESL self-contained classes or are in a class that receives ESL push-in services by an ESL service provider, therefore, services for transitional students are not discontinued.

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.

A student who has undergone the ELL Identification Process (as the 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 or non-ELL to request (within 45 school days of enrollment only) that the ELL Identification Process 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 initiates 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)

The Re-identification Process must be completed within 10 school calendar days by the ENL Coordinator S. Arana, of receipt of written notice; however, if the CSE must be consulted, the process must be completed within 20 school calendar days. The Re-identification Process consists of the following steps:

1. School receives written request to initiate the Re-identification Process (e.g., parent writes letter to principal).
2. Assistant Principal M. Archodis and ENL Coordinator S. Arana, reviews all documents related to the initial or reentry identification process detailed above.
3. S. Arana reviews the student's work in English and in the home language.
4. S. Arana, ENL Coordinator, may administer the NYSITELL to the student if the original determination was that the student should not be administered the NYSITELL. Under no circumstances can the Re-identification Process include a second administration of the NYSITELL.
5. S. Arana consults with parent or guardian.
6. S. Arana conducts and reviews the results of a school-based assessment of the student's abilities in listening, speaking, reading and writing in English.
7. S. Arana consults with the Committee on Special Education (CSE) and LPT if the student is a student with a disability or is

suspected of having a disability that may impact the ability to speak, read, write or listen in English.

8. Based on the recommendation of the qualified personnel, the school principal R. HEYWARD, determines whether to change the ELL status or not. Written notification of the decision in the parent's preferred language must be sent to the parent or guardian BY THE ENL COORDINATOR. If the recommendation is to not change the ELL status, no further actions are necessary; if the recommendation is to change the ELL status, the process continues.

9. Upon receipt of signed notification acknowledging the principal's recommendation to change the ELL status from the parent or guardian, the relevant documents and recommendation are sent to the superintendent (or designee) for review and final decision.

10. Written notification of the decision is sent from the superintendent to the principal, parent, guardian, in the parent's preferred language within 10 school days of receipt of documentation from the principal. If the decision is to not change the ELL status, no further action is necessary. If the decision is to change the ELL status, the student's program must be modified accordingly.

11. All notifications and relevant documents must be kept in the student's cumulative folder AND ARE DONE SO BY S. ARANA, ENL COORDINATOR.

Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal R. HEYWARD, must review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with a THE ENL COORDINATOR, S. ARANA, SPECIAL ED TEACHER E. TRERISE, AND STUDENTS CLASSROOM TEACHER, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the student and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, he/she must consult with the superintendent or his/her designee. Final decision notification must be in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days BY S.ARAMA ENL COORDINATOR.

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?

Plan for ELL Special Needs Students:

Special Education ELLs as well as general education ELLs participate in all aspects of school activities such as art, computers, music, physical education, school plays/performances and field trips. Instruction for these students will be predictable and highly structured routines will be in place. The ESL teachers initially analyze the IEPs and NYSESLAT scores of all their students. If the student is not in an ESL self-contained classroom, then the ESL provider collaborates with the classroom teacher and pushes-in when appropriate to team teach with the classroom teacher. Pushing-in ensures that the ESL program is the least restrictive environment. When using the pull-out model, children are placed in a group with general education ELLs on the same grade level instead of always being pulled out separately because they are Special Education ELLs. Lessons use multisensory strategies in order to meet the needs of all learners. Hands-on instruction is incorporated into content area lessons whenever possible. The language is simplified accordingly during each lesson but content will remain on grade level. Main ideas will be reinforced through rephrasing rather than verbatim repetition, and students will play an active role in their own learning. Classrooms will be equipped with the Award Reading Program which integrates interactive technology and print to accelerate reading and language skills based on individual student levels and the bilingual Spanish/English Understanding Mathematics Technology-based Mathematics Program. In addition to ESL services, students will be offered AIS, RTI, and Title III program instruction.

Intervention Programs for ELLs (AIS):

AIS programs are provided for Level 1 and Level 2 students in Grades K-5. Students can also be referred for AIS by their classroom teacher. In Grades K-5, students are serviced for ten weeks by a qualified provider using a pull-out model. Students are seen 3-5 days per week, depending on the availability of the provider and the needs of the students. Depending on each individual situation, students may be invited to continue services after the ten weeks.

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?

In adherence to the Special Education Reform, our classes use flexible scheduling to provide the least restrictive environment to our ELL-SWD population. Students move flexibly to the appropriate class where instruction is taking place, on their level. For example, all of our Kindergarten classes have their ELA blocks at the same time of day. During that time of day a student who is approaching or meeting the standards, and may usually be in an ICT or Self Contained Special Education environment, might move to a general education classroom to receive ELA instruction, but return back to their classroom for Mathematics. In addition, these same students receive 4-8 periods of ESL instruction based on their LAB-R/NYSESLAT levels, weekly. The

Chart scheduling of this instruction is planned around the classroom schedule, with a licensed ESL provider who will push-in/pull-out to support instruction.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements
All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
Chart	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) 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.

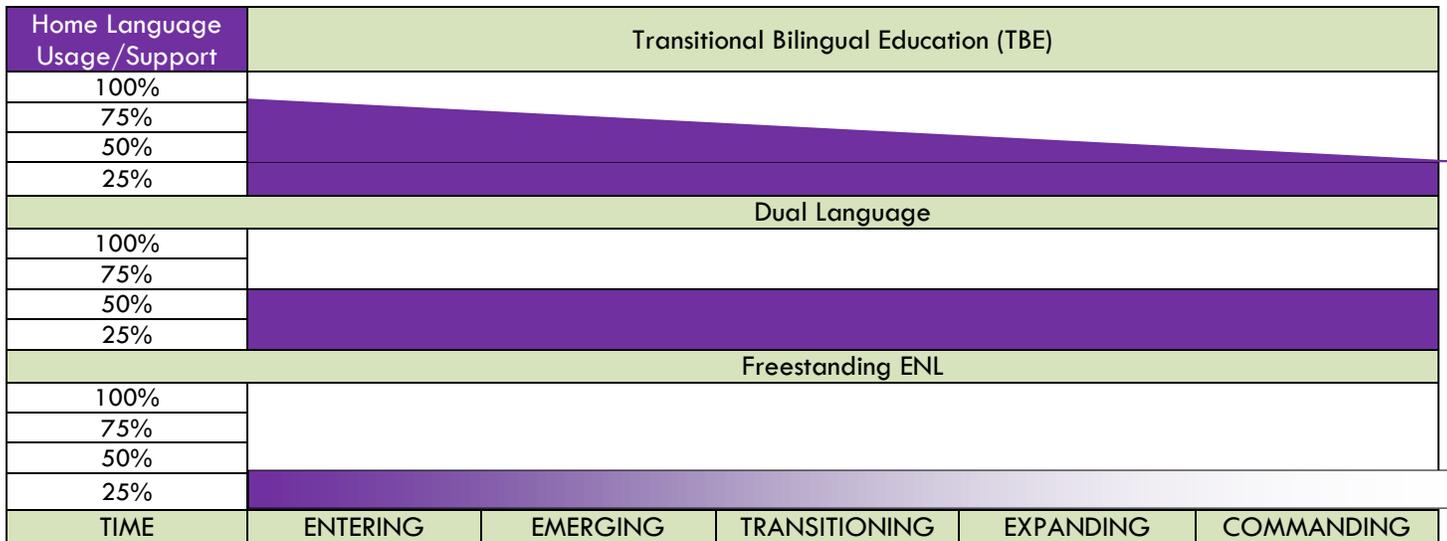


*Note: “other approved services” does not apply to New York City at this time.

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. Intervention Programs for ELLs (AIS) offered in English and for children needing speech services, Spanish and English services are available:

AIS programs are provided for Level 1 and Level 2 students in Grades K-5. Students can also be referred for AIS by their classroom teacher. In Grades K-5, students are serviced for ten weeks by a qualified provider using a pull-out model. Students are seen 3-5 days per week, depending on the availability of the provider and the needs of the students. Depending on each individual situation, students may be invited to continue services after the ten weeks.

Interventions include:

- Double dose of Foundations
 - Guided Reading (which can also occur in Spanish)
 - Great Leaps (Math and Reading)
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 program incorporates ESL methodology and techniques into every content area:

- ELA
- SOCIAL STUDIES
- MATH
- SCIENCE

This ensures that the needs of our ELLs in both content and language development are supported. Our ENL providers, (S.ARANA, E.FRADELAKIS, G. MELATIADIS, F.KHAN, J. ANTONIOU, R.VINCE, H. SLOUFFMAN) develop specialized supports and strategies that make grade-level course work comprehensible in both the pull-out and push-in program. Teachers regularly modify curriculum to enhance supports for our ELLs, as well as equally preparing ELLs for college and career readiness along with all of the other students in our school. While attending to the NYS CCLS, the ESL teachers and service providers allow ELLs to demonstrate their content knowledge in various ways, according to their language proficiency and are provided additional time to complete tasks and assessments. Ample opportunities are provided for interaction between ELLs and English native language speakers, including listening and speaking exercises that support development of concepts and academic language in the content areas. Teachers also, build on strengths, prior experiences, and background knowledge of our ELLs. GENERAL EDUCATION AND OTHER SERVICE PROVIDERS ARE MADE AWARE THAT ALL teachers are teachers of English Language Learners, and need to plan accordingly by:

- Designing and delivering instruction that is culturally and linguistically appropriate for all diverse learners, including those with Individualized Educational Programs (IEP).
- Providing integrated language and content instruction to support language development through language-focused scaffolds. Bilingual, ESL, and other content-area teachers must collaborate purposefully and consistently to promote academic achievement in all content areas.
- Utilizing materials and instructional resources that are linguistically, age/grade appropriate, and aligned to the Common Core Learning Standards (CCLS).
- Collaborating with school support personnel and community-based human resources in order to address the multiple needs of ELLs.

All TEACHERS AND SERVICE PROVIDERS are responsible for ensuring that the academic, linguistic, social, and emotional needs of ELLs are addressed by:

- Providing a clear vision for student success that includes high expectations for ELL student achievement and socio-emotional development, supported by a purposeful plan of action that provides multiple pathways to college and career readiness through high-quality programs that meet the needs of ELLs.
- Providing high-quality instruction for ELLs.
- Aligning and coordinating fiscal and human resources to ensure that the instructional plan is being effectively implemented.
- Providing high-quality supports, feedback and direction to educators to improve their instructional practice.
- Providing a safe and inclusive learning environment that recognizes and respects the languages and cultures of all students.
- Providing high-quality instructional and support services to ELLs with disabilities in alignment with their IEPs and current policies.

NYSITELL and NYSESLAT assessments are used to measure if ELL needs are met.

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

For the upcoming school year we have several changes and improvements designed to meet the needs of ELLs and the NEW ELL mandates.

- Dual Language classrooms have been opened in PRE-K and 2ND GRADE.
- We have hired a NEW ENL Coordinator who is familiar with the new ELL mandates and attends ongoing staff developments to better service students and staff.

- We are creating a Morning Academy in order to provide extra language and test support for ELLS grades K-2
 - We are currently looking to hire Dual Language teachers for grades 3-5
13. What programs/services for ELLs will be discontinued and why?
Core Knowledge will not be utilized any more, for data indicated that reading levels were being negatively affected.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs are afforded equal access to all school programs offered by our school. We also have a Title III after school program to support ELL students within the four modalities of the English language and test preparation for the NYSELSAT. We translate as many documents as possible, and also ensure that we have translators available at programs where parents are included.
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.
- Fountas and Pinnell (Spanish and English)
 - Teachers College Reading/Writing Workshop (English and Spanish)
 - Languae Power: Building Language Proficiency
 - Getting Ready for the NYSESLAT ED: 2015
 - iReady
 - Estrellita
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Teachers in Dual Language DL and ENL classrooms (such as Ms. Rivera, Ms. Fradelakis, Ms. Melatiadis, Dr. Khan, Ms. Antoniou, Ms. Vince, Ms. Slouffman, Ms. Reyes, Ms. Perez, Ms. David and Ms. Arana) provide home language support and engage all English Language Learners in instruction that is grade-appropriate, academically rigorous, and aligned with the New York State Prekindergarten Foundation for the Common Core and P- 12 Common Core Learning Standards by:
- Articulating specific content and language objectives.
 - Integrating explicit and implicit research-based vocabulary instruction.
 - Providing opportunities for students to discuss content and problem-solve with peers.
 - Anchoring instruction by strategically using research-based practices (e.g.,multimedia, visuals, graphic organizers, etc.)
 - Providing special education supports, services, accommodations and specially-designed instruction to meet the specific instructional needs of ELLs with disabilities.
 - Designing, selecting, and implementing a high-quality curriculum that meets the needs of Early Learning ELLs, and supports the New York State Prekindergarten Foundation for the Common Core
 - Using academic language and content-area supports to strategically move ELLs along the language development continuum utilizing New York State Bilingual Common Core Progressions
- To encourage students to see connections between their home languages and instructed language we use the collective skills and knowledge of all students (both ELL and EP students) in the classroom, in English as well as the home language. First-language instruction have long-term benefits for learning English. ELLs can benefit from reading instruction focused on five components— phonics, phonemic awareness, reading fluency, vocabulary, and reading comprehension—if instruction is adjusted to meet ELLs’ specific needs.
- Students in both DL and ENL have access to dual language glossaries, dictionaries, and pictionaries, in their home language.
- We also provide parent workshops in the parents preferred language to support home language and academic support outside of school. These workshops are done by the Parent Coordinator D. Piliios and ENL Coordinator S. Arana
17. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.
Teacher and service providers, such as S. Arana ENL Coordinators, meet after school twice a week to discuss, plan, and accommodate all required services support and correspond to ELLs ages and grade. We keep in mind the following Principals and Goals:
- 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**
General Ed, Special Ed, Dual Language, and ENL teachers establish a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
- Collaborative Teachers**
All 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. Professional Developments focus on reading, writing, fluency, and language goals for each particular grade.

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.

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).

NA

19. What language electives are offered to ELLs?

NA

20. For schools with dual language programs:

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

a. The time is split equally, 50%/50%, between Spanish and English (the target language).

b. The entire instructional day is integrated with no content areas being taught separately. Students are strategically seated according to different language proficiency levels so that students can also serve as language models to each other.

c. Language is separated daily and not by subject, teacher, or theme. Alternate language (English/Spanish), is used each day of the week. For example, "A Week" is: Monday: Spanish, Tuesday: English, Wednesday: Spanish, Thursday: English and Friday: Spanish (Spanish dominant week), while "B Week" is: Monday: English, Tuesday: Spanish, Wednesday: English, Thursday: Spanish, and Fridays: English (English dominant week).

d. The Dual Language Model used is the self-contained, rollercoaster model.

e. Both languages, English and Spanish, are taught simultaneously as there are Spanish and English dominant students in the class.

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
As we know ALL TEACHERS ARE TEACHERS OF ELLS, therefore all GENERAL ED, DUAL LANGUAGE, ENL TEACHERS AND COORDINATORS, AND SPECIAL ED Teachers attend the following PDS:

All Teachers

1. TEACHERS COLLEGE READING AND WRITING WORKSHOPS FOR GEN ED, ENL AND DL CLASSROOMS:
 1. OCTOBER 6-28
 2. NOVEMBER 18
 3. DECEMBER 2/9
 4. JANUARY 6/19/26
 5. FEBRUARY 3/10
 6. MARCH 1-22
 7. MAY 24
 8. JUNE 1
2. DANIELSON FRAMEWORK
 1. JANUARY 1/27
3. DIFFERENTIATION FOR ELLS, AND EPs
 1. MARCH 24
4. ACQUIRING ACADEMIC VOCABULARY
 1. MAY 19

ENL COORDINATOR (Arana)

1. NUTS AND BOLTS OF ELL-RELATED TOPICS AND REGULATIONS
 1. OCTOBER 19
 2. JANUARY 26
 3. JUNE 8
2. NEW TEACHER SUPPORT INSTITUTE FOR TEACHERS OF ELLS
 1. OCTOBER 8
 2. NOVEMBER 10
 3. JANUARY 12
 4. FEBRUARY 10
 5. MARCH 8
 6. APRIL 12
 7. MAY 10
 8. JUNE 14
3. TEACHERS COLLEGE SUPPORTING ELLS AND ELL INSTRUCTION
 1. NOVEMBER 4
 2. NOVEMBER 14

Dual Language and ENL Coordinator (Rivera, Reyes, Perez, David, Arana)

- DUAL LANGUAGE CURRICULUM PLANNING, STRATEGY SUPPORT, DIFFERENTIATION, HOME LANGUAGE CONNECTION ETC
1. 12/15-
 2. 1/19-
 3. 2/23-
 4. 3/15-
 5. 4/19-
 6. 5/17-
 7. 6/21

Parent Coordinators (Piliros)

Supporting a Child's Literacy Development Takes ALL of Us, Working Together

1. October 14
CR-PART 154 NEW MANDATES FOR ELLS for PARENT COORDINATORS
2. September 22
OTHER PDs PENDING

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

In addition to the above, all teachers in the school attend Professional Development on the application of Common Core Standards for English Language Learners. Teachers familiarize themselves with these K-12 standards and apply them in their daily teaching. These standards are aligned with college and work expectations and include rigorous content and application of knowledge through higher-order thinking skills. These English Language Arts and Mathematics standards represent a set of expectations for student knowledge and skills that middle school and high school graduates need to master to succeed in college and careers.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
The guidance counselor coordinates programs with all staff members. In addition, Title III summer programs are promoted in the summer after students move up from grade 5.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

As per Jose P., all of our teachers and staff working with ELLs (including non-ELL teachers) are required to have a minimum of 7.5 hours of ELL training with records required to be maintained in the school file of each staff members for proof. All staff will receive ongoing professional development opportunities and support to receive these credits via the following:

- a. In-house staff development workshops on ESL instruction and methodology provided by supervisors, administrators, ESL Coordinators, coaches and ESL licensed teachers
- b. Regional/district professional development opportunities
- c. Full day professional workshops held by Teachers College/OELL.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?
1. Schools individually meet with the parents or guardians of English language learners at least twice a year (dates are pending parent poll of best available time in order to increase attendance and accommodate all parents), in addition to parent-teacher conferences, initial parent orientations, to discuss the goals of the program, their child's language development progress, their child's English language proficiency assessment results, and language development needs in all content areas. This additional meeting includes PARENT COORDINATOR D. PILOS AND ENL COORDINATOR S. ARANA (TRANSLATORS IF NECESSARY) to sufficiently inform the parents or guardians about the child's language development in all content areas in English and in the child's home language in the case of students enrolled in a bilingual education program.
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.
The ENL COORDINATOR S. ARANA, keeps all student cumulatives updated with ENL related documents as well as keeps copies and originals of ALL ELL related work in student individual files kept in ENL COORDINATORS OFFICE.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
We have held several Dual Language program events to promote both a horizontal and vertical community.
Our culture night is an annual celebration, and this event is well attended by parents of ELLs.
We hold a family game night, which has been well attended by families of ELL students.
-ELL SUPPORT WORKSHOPS FOR PARENTS CONDUCTED BY ENL COORDINATOR S.ARANA AND PARENT COORDINATOR D. PILOS
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
We have a partnership with NYU ParentCorps, that offers both an English and a Spanish BL parent group. The BL parent groups is extremely successful, and parents in these cohorts form strong relationships.
Zone 126 offers several programs, including adult ESL classes.
5. How do you evaluate the needs of the parents?
Surveys are conducted throughout the year, and are offered in more than one language. THESE ARE DISTRIBUTED BY THE PARENT COORDINATOR D. PILOS. CREATED BY DUAL LANGUAGE TEACHER L. PEREZ
6. How do your parental involvement activities address the needs of the parents?
We always attempt to offer programs and activities that are based on survey results. In addition, we offered a parent group as Spanish only sessions this year, for we found that parents wanted to communicate in their NL.

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.
N/A

Part VI: LAP Assurances

School Name: <u>Henry D. Thoreau</u>		School DBN: <u>30Q017</u>	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Rebecca Heyward	Principal		10/31/15
Maria Archodis	Assistant Principal		10/31/15
Dina Pilios	Parent Coordinator		10/31/15
Shirley Arana	ENL/Bilingual Teacher		10/31/15
Leslie Romero	Parent		10/31/15
Lollie Perez	Teacher/Subject Area		10/31/15
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
Allison Bentley	Other <u>Pupil Accounting Sec</u>		10/31/15
Cindy Corchado	Other <u>BL Speech Therapist</u>		10/31/15
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **30Q017** School Name: **PS17**
Superintendent: **Dr. Composto**

Before you begin, please check the following:

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

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

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

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

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

At the beginning of each school year, the staff is surveyed to determine all languages that are spoken, written and read by the staff. The Parent Coordinator surveys all classroom teachers to gather the number of languages (preferred language of communication) spoken in each household and are recorded for our home language report. All DOE translated correspondences are then distributed based on those numbers. In addition, all parents are asked if they need oral translations when they have school meetings, appointments and/or concerns. Displayed in the main lobby are signs in various languages stating that these services can and will be provided. When determining the various translation and interpretation needs, P.S. 17 reviews the languages that represent our school population. Dependent upon the grade level/levels that must receive information we request translations of all written documents in the languages that are represented in those grades. These documents are then provided to teachers as per their request. In addition, when the Home Language Identification Surveys are completed, we review the last question on the HLIS to confirm the preferred language of communication for each parent. During Parent/Teacher Conferences, we hire outside interpretation services to speak to our parents based on their request. P.S. 17 has a large number of parent and staff members who speak a second language. These staff members are used on a daily basis when needed.

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.

P.S. 17 has found that most translations are needed in Spanish, Arabic and Bengali. In addition, we have parents whose preferred language is Chinese, Korean, Kulani, and Greek.

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.)

In addition to the documents listed below, last year we began a school website that can be translated in over twenty languages. This website is reviewed during most parent meetings, which includes a brief tutorial of how to change the language.

- Parent Calendars
- Parent-Teacher Conferences
- Entitlement Letters
- Parent Orientation Letters
- Program Selection Letters
- Welcome Back and End of Year Packets
- Report Cards
- Newsletters (Dual Language Classes)
- Testing Memoms
- Title I Meeting
- Student of the Month Notifications

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.

- Parent-Teacher Conferences
- Student-led portfolio conferences
- Back to School Curriculum Night
- Dads Take Your Child to School Day
- Kindergarten and Pre-k Orientations
- Attendance Meetings
- Attendance Interventions over phone
- Progress Report Meetings
- Promotion in Doubt Meetings
- Parent Workshops on Tuesday afternoon
- Open School Week
- Expectation Meetings for New Year

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.

P.S. 17 will provide translated documents for all DOE sponsored memos. These memos will be distributed to parents based on the language survey collected. Any written translation service will be expedited via e-mails and faxed copies through the Department of Education's Translations Unit. Through careful planning and forethought, all requests will be made in a timely fashion to ensure duplication and distribution. When applicable, if P.S. 17 needs any written notices immediately for emergency purposes, we will call upon staff members and parent volunteers. There are always translators provided for PA meetings throughout the year. Our Dual Language teachers translate newsletters and documents for applicable parents. One of our school secretaries speaks one of the major languages of our parent community. Our new ENL coordinator is bilingual.

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.

P.S. 17 will provide in-house oral translators as well as accessing the DOE Translation Service Unit. P.S. 17 has and will continue to contract out oral translation services through a Department of Education contracted translation vendor. In addition, we will continue to use school community members for oral translations. P.S. 17 will continue its policy of using the Department of Education's phone service translation at no cost to the school. One of our school secretaries speaks one of the major languages of our parent community. Our new ENL coordinator is bilingual.

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.)

Our Language Access Coordinator is our Parent Coordinator, and assists with this process. In the event that an over-the-phone translator is needed, the phone call is placed by the main office and transferred to the classroom.

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

P.S. 17 will abide by Chancellor's Regulation A-663. Evidence of this is seen through translated displays in the main lobby that represent our school's language needs as well as the large welcome sign displayed in front of the building in different languages. There is a large poster when you enter the building that indicates who the Language Access Coordinator is. Oral and written translation services will be made available and we will continue to access the Translation Service Unit for phone conferences when we cannot utilize in-house staff members. Our Parent Coordinator will continue to distribute DOE memos that represent our parent language needs and all general information that the school must post is done so in all our different languages. P.S. 17 will continue to be in compliance with Chancellor's Regulation A-663. First and foremost, the Parents' Bill of Rights has been posted in all languages that reflect our school community. In addition, our Parent Coordinator will continue to update school officials about particular parent translation needs. P.S. 17 will continue to use internal and external resources on a daily basis. All school monies earmarked for translation services will be used for parent workshops and outside oral translation vendors. We will continue to review parent surveys and will monitor any and all languages of newly admitted students as per the Home Language Identification Survey.

Part F: Monitoring and Quality Control

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

Our new ENL coordinator will organize meetings with parents, and Tuesdays will be used regularly for this forum. In addition, the ENL coordinator creates a newsletter every two months to go home to parents. Our SLT creates a school survey every year in order to gather feedback in relation to communication as well as CEP goals.