

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (*i.e.* 01M001):

27Q065

School Name:

P.S. 65 - THE RAYMOND YORK ELEMENTARY SCHOOL

Principal:

RAFAEL MORALES

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Raymond York Elementary School School Number (DBN): 27Q065
Grades Served: k-5
School Address: 103-22 99 street Ozone Park NY 11417
Phone Number: 718 323-1685 Fax: 718 323-1785
School Contact Person: Rafael Morales Email Address: rmorale@schools.nyc.gov
Principal: Rafael Morales
UFT Chapter Leader: Michelle Stango
Parents' Association President: Kimberly Denton
SLT Chairperson: Michelle Stango
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Kimberly Denton
Student Representative(s):

District Information

District: 27 Superintendent: Mary Barton
Superintendent's Office Address: 82-01 Rockaway Blvd. Ozone Park NY 11416
Superintendent's Email Address: mbarton@schools.nyc.gov
Phone Number: 718 642-5800 Fax: 718 348-2994

Borough Field Support Center (BFSC)

BFSC: Queens South Director: Marlene Wilks
Director's Office Address: 82-01 Rockaway Blvd. Ozone Park NY 11416
Director's Email Address: Mwilks@schools.nyc.gov
Phone Number: 718 281-3259 Fax: 718 348-2994

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) |
|------------------|---|----------------------|
| Rafael Morales | *Principal or Designee | |
| Joan Doctor | *UFT Chapter Leader or Designee | |
| Michele McDonald | *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 | |
| Rina Surico | Member/Teacher | |
| Michelle Stango | Member/ Teacher | |
| Nicole Lake | Member/ AP | |
| Bessy Zelaya | Member/ Parent | |
| Devi Persaud | Member/ Parent | |
| Indira Aviles | Member/ Parent | |

| Name | Position and Constituent Group Represented | Signature (Blue Ink) |
|----------------|--|-------------------------|
| Michael Denton | Member/ Parent | |
| | 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.

Raymond York is a K-5 elementary school housed in a leased building located in an industrial section of South Ozone Park, Queens. P.S. 65, The Raymond York School has 505 students from kindergarten through grade 5. The school population comprises 6% Black, 45% Hispanic, 4% White, 34% Asian, and 11% other students. The student body includes 9% English language learners and 9% special education students. Boys account for 50% of the students enrolled and girls account for 50%. The average attendance rate for the school year 2013-2014 was 92.8%.

PS 65 was renamed The Raymond York School in 2003 in honor of a 20 year New York Fire Department veteran who tragically died on duty from the World Trade Center attacks. Every year, PS 65 celebrates Raymond York's legacy by having a "Ray Day" community event.

PS 65 was the first elementary schools in Queens to participate in the Community Learning Schools Initiative. The Community Learning Schools Initiative was launched by the United Federation of Teachers in 2012 with support from the New York City Council, the New York State Senate, the Partnership for New York City and Trinity Wall Street. The goal of the Community Learning Schools Initiative is to facilitate partnerships between schools, non-profits, business and government to connect vital services to public school buildings, improve student achievement and meet the health, safety and social service needs of students and communities.

PS 65's vision statement is as follows:

The Raymond York Elementary School strives to provide a secure, nurturing environment for learning, wherein all student abilities and learning styles are addressed. We believe that children learn differently, and that students should be respected and valued so that they may reach their full potential, and leave us with confidence in their abilities. We foster the whole child through the positive models we present them each day.

As a Community Learning School, we know that education is a product of the combined efforts of parents, students, staff, and community. Together, we share a strong commitment to move all students forward. Enduring relationships forged between PS 65 and the community will give our students the resources they need to become productive members of their communities and responsible citizens of the world. The enthusiasm and inspired love of learning that we instill on our children will enable them to become valuable contributors to our global society as life-long learners, critical thinkers and problem solvers.

P.S. 65 has made the most progress in establishing community partnerships. The school has a comprehensive strategy for keeping families engaged and connected to the school. Although, PS 65 has a high immigrant population with many transient students, the school has been successful in involving parents. At the beginning of the year, parents are given a survey and this data is used to plan meaningful programs throughout the school year. Parents are also asked to indicate if they have an expertise in any area. If so, parents are encouraged to share these special skills or talents with our school community in order to enrich our student and parent programming. Any willing parents are trained by NY Cares to be certified volunteers. Every Saturday, parent volunteers run classes open to students and families in their area of expertise. In 2014-15 community partnerships and parents led the following programs:

New York Cares volunteers led a weekly Math and Movement program for 51 students; New York Cares trained parent volunteers to lead weekly Computer Basics and English Conversation classes for 10 parent participants; a teacher from the Department Of Education's Office of Adult and Continuing Education taught daily English as Second Language classes for 26 adult participants; parent volunteers led weekly recreational activities for children and adults, including

basketball (50 children), soccer and tennis (28 children), and Zumba/fitness (15 adults); volunteers from Price Waterhouse Cooper led a series of three financial literacy workshops for the entire fourth grade (87 students); Cornell University Cooperative Extension provided an eight-week nutrition education course for 12 parent participants; United Federation of Teachers facilitated a monthly book club for 12 parent participants; Delta Airlines hosted a Holiday Party for 25 third-grade students and brought 92 students to visit the Passport to Madison Square Garden exhibit; New York Cares and the P.T.A. together provided Winter Wishes gifts for all 500 children at P.S. 65; the New York University College of Dentistry provided free teeth cleanings to nearly 500 children; Helen Keller International's ChildSight Program provided low-cost vision screenings for 85 students as well as free glasses for 24 students in need; and Fidelis Care provided support in planning, funding, and executing our school's annual Thanksgiving feast and first ever Community Health Fair.

In addition to strategically using parents as community resources, the school has developed partnerships with New Horizons for mental health services, NYU College of Dentistry for dental screening for the school and community, Helen Keller Vision Screening for students, LaGuardia Community College for tutoring services, New York Cares for student and adult programs, Price WaterHouse Cooper for Financial Literacy courses, Heavenly Angels Animal Rescue, FDNY Fire Safety Education, Health Plus, Eat Smart, New York, United Federation of Teachers, NYC Department of Social Services, and Rising Star Dance Studio.

At P.S. 65 the staff works hard to build and sustain positive and productive relationships with parents. We want parents to be a part of every aspect of their child's education. This year's initiative to engage parents involved grades or staff members planning a series of interactive parent workshops in order to engage parents in curriculum related activities. As a result, in 2014-2015, the school was able to offer parents several workshop opportunities.

Other key initiatives and celebrations include P.S. 65 being recognized as a Showcase School because of community engagement efforts and has been a Community Learning School for two years, and these initiatives set the tone for a positive school culture. Most staff participate voluntarily to plan and run community events. Administration provides opportunities such as sign-up sheets in order to encourage participation. All participants in events get the same letter of recognition regardless of what they do: volunteer time, help decorate, donate items, or so on. There is also a lot of collaboration between staff members, including daily common planning, teacher team meetings, and teacher-directed professional development.

PS 65Q key focus for 2014-15 was using the process of Instructional Rounds to determine the school's instructional focus. The school also considers school data. The current instructional focus is planning and preparation, particularly in regards to literacy practices, which relates directly to the instructional core. The instructional team creates a yearlong professional development plan based on the instructional focus. The school builds capacity across the organization by asking all teachers, not just those with a lot of experience or strong ratings, to develop and deliver professional development. P.S. 65 also identifies "universal practices" so that there are common practices and expectations across grades and across the school. As an instructional focus for next year, the school will develop yearlong curriculum maps in literacy and include accommodations for ELLs and Students With Disabilities in those maps. The school also plans to increase the number of instructional rounds.

27Q065 School Information Sheet

| School Configuration (2014-15) | | | | |
|---|---------------------------|---|-----|---|
| Grade Configuration | 0K,01, 02,03, 04,05 | Total Enrollment | 506 | SIG Recipient |
| Types and Number of English Language Learner Classes (2014-15) | | | | |
| # Transitional Bilingual | N/A | # Dual Language | N/A | # Self-Contained English as a Second Language |
| Types and Number of Special Education Classes (2014-15) | | | | |
| # Special Classes | N/A | # SETSS | N/A | # Integrated Collaborative Teaching |
| Types and Number of Special Classes (2014-15) | | | | |
| # Visual Arts | N/A | # Music | N/A | # Drama |
| # Foreign Language | N/A | # Dance | N/A | # CTE |
| School Composition (2013-14) | | | | |
| % Title I Population | 67.3% | % Attendance Rate | | 92.8% |
| % Free Lunch | 62.2% | % Reduced Lunch | | 2.6% |
| % Limited English Proficient | 7.9% | % Students with Disabilities | | 17.5% |
| Racial/Ethnic Origin (2013-14) | | | | |
| % American Indian or Alaska Native | 7.1% | % Black or African American | | 7.1% |
| % Hispanic or Latino | 43.5% | % Asian or Native Hawaiian/Pacific Islander | | 39.2% |
| % White | 3.0% | % Multi-Racial | | 0.2% |
| Personnel (2014-15) | | | | |
| Years Principal Assigned to School (2014-15) | 6.29 | # of Assistant Principals (2014-15) | | 1 |
| # of Deans (2014-15) | N/A | # of Counselors/Social Workers (2014-15) | | 1 |
| Personnel (2013-14) | | | | |
| % of Teachers with No Valid Teaching Certificate (2013-14) | N/A | % Teaching Out of Certification (2013-14) | | N/A |
| % Teaching with Fewer Than 3 Years of Experience (2013-14) | 0.1% | Average Teacher Absences (2013-14) | | 8.97 |
| Student Performance for Elementary and Middle Schools (2013-14) | | | | |
| ELA Performance at levels 3 & 4 | 25.2% | Mathematics Performance at levels 3 & 4 | | 40.4% |
| Science Performance at levels 3 & 4 (4th Grade) | 90.5% | 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 | | N/A |
| Economically Disadvantaged | YES | | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A |
| Hispanic or Latino | YES | Asian or Native Hawaiian/Other Pacific Islander | | NO |
| White | N/A | Multi-Racial | | N/A |
| Students with Disabilities | YES | Limited English Proficient | | N/A |
| Economically Disadvantaged | YES | | | |
| Met Adequate Yearly Progress (AYP) in Science (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A |
| Hispanic or Latino | YES | Asian or Native Hawaiian/Other Pacific Islander | | YES |
| White | N/A | Multi-Racial | | YES |
| Students with Disabilities | N/A | Limited English Proficient | | N/A |
| Economically Disadvantaged | YES | | | |
| Accountability Status – High Schools | | | | |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | N/A | Multi-Racial | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | N/A |
| Economically Disadvantaged | N/A | | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | N/A | Multi-Racial | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | N/A |
| Economically Disadvantaged | N/A | | | |
| Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | N/A | Multi-Racial | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | N/A |
| Economically Disadvantaged | N/A | | | |

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

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

Part 1 – Needs Assessment

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

Evidence of need in this area came from a variety of sources. These included 2015 NYS ELA exam results which showed 30% of students in grades 3-5 performing at grade level. In addition, evidence was gathered through two series of Instructional Rounds visits which led to a problem of practice around designing coherent instruction. Through these visits, it was deemed that a balanced literacy structure and approach was necessary to move instruction forward so as to impact student learning. Once a daily structure was in place, a second series of visits was done in which the next steps were decided to curriculum map ELA units so that there is continuity in instruction across a unit as well as within a unit of study. These units of study would also address our area of focus on our Comprehensive Educational Plan which stated that:

While there is a collective understanding throughout the school of what students need in order to be successful, intentional extension tasks and multiple entry points are not always offered to students. Curriculum mapping across these units would allow for impact to be shown.

As a result of our structured approach to literacy, there has been impact found on student achievement already. This can be evidenced by an increase in the number of students meeting promotional criteria from 2014 to 2015 school year. There are 15 more students who met the promotional criteria. In addition, a comparison of student performance in September 2014 against student performance in May shows an increase of 5% in the number of students performing above level as well as an increase of students of 5% performing Far Above grade level.

Classroom visits performed by administration as well as key instructional staff has evidenced an alignment to the balanced literacy approach in which all components were viewed in action including a read aloud, shared read, guided reading and independent practice.

Part 2 – Annual Goal

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

Teachers will create curriculum maps in literacy so as to further design for coherent instruction which will lead to an increase of 4% of students performing at grade level or above in ELA as evidenced by performance series testing measured from September 2015 to June 2016

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) <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>Balanced literacy framework utilized during literacy block which will extend from 2 periods to 3 periods.</p> | <p>K-5</p> | <p>Sept. 2015- June 2016</p> | <p>Administration Classroom teachers</p> |
| <p>Curriculum mapping of literacy units of study will be created to backmap lessons so as to ensure all necessary skills and strategies are taught and assessed and that all populations including SWD and ELLs needs are met</p> | <p>K-5</p> | <p>June 2015- June 2016</p> | <p>Administration Classroom teachers</p> |
| <p>Teacher Team focus will be on curriculum mapping of unit studies allowing for horizontal as well as vertical alignment</p> | <p>K-5</p> | <p>Sept. 2015- June 2016</p> | <p>Administration Instructional team</p> |
| <p>Professional development will be provided to staff on backmapping, creating effective formal/ informal assessments, as well as planning to meet the needs of varied populations.</p> | <p>All staff</p> | <p>Sept. 2015- June 2016</p> | <p>Administration Instructional team</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>Block scheduling will be utilized to allow for common planning time. In addition, professional development will be provided on Mondays as per UFT collective bargaining. Administration and key instructional staff will continue the practice of Instructional Rounds. Funds will be utilized for staff coverage to allow for intervisitation as well as professional development. We</p> | | | | | | | | | | |
| <p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p> | | | | | | | | | | |
| <p>X</p> | <p>Tax Levy</p> | <p>X</p> | <p>Title I SWP</p> | <p>Title I TA</p> | <p>Title II, Part A</p> | | <p>Title III, Part A</p> | | <p>Title III, Immigrant</p> | |
| | <p>C4E</p> | | <p>21st Century Grant</p> | <p>SIG/SIF</p> | <p>PTA Funded</p> | | <p>In Kind</p> | | <p>Other</p> | |

Part 5 – Progress Monitoring

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

We will do a mid-point benchmark through a variety of resources including looking at I-Ready assessment data mid year, reviewing ADVANCE data for instructional trends, reviewing classroom practices through the practice of Instructional Rounds as well as a review curriculums created at the school level.

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

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

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

Part 1 – Needs Assessment

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

Part 2 – Annual Goal

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

Part 3 – Action Plan

| <p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. | <p>Target Group(s) <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> |
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Part 4 – Budget and Resource Alignment

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

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

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

Part 5 – Progress Monitoring

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

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

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

Section 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.

This area of concentration was selected so as to continue to move forward from findings of our most recent 2015 Quality Review. From that review it was found that:

Across the school, teachers and teacher leaders collaborate to analyze student work and data systematically, share best practices, and make critical decisions about student learning.

As a result of professional collaborations, teachers have begun to address gaps in their practice, which has increased student achievement. Leadership opportunities have promoted teacher voice in the decision-making process and have led to key instructional revisions that support student outcomes.

In order to move this even further we will focus on the goal listed below. In addition, based upon 2015 NYS ELA scores which showed that 30% of students met performance levels 3 and 4, the decision was made to increase professional development and collaborative opportunities for staff in a more differentiated and targeted approach.

This effort will also assist us in moving forward on quality review indication 1.1 in which it was found that while there is a collective understanding throughout the school of what students need in order to be successful, intentional extension tasks and multiple entry points are not always offered to students.

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, teacher teams members will collaboratively plan differentiated ELA instruction to improve student performance as evidence by a 4 % increase of students at performing at grade level or higher on Edperformance testing.

Part 3 – Action Plan

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|---|--|---|--|
| <p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. | <p>Target Group(s) <i>Who will be targeted?</i></p> | <p>Timeline <i>What is the start and end date?</i></p> | <p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p> |
| <p>Teacher Team focus on curriculum mapping</p> <p>Teacher Team focus on use of protocols to look at student writing</p> | <p>Classroom staff/ Clusters</p> | <p>September 2015-June 2016</p> | <p>Teachers/ Admin</p> |
| <p>Increase in Instructional Rounds process from two times per year to four times per year.</p> | <p>Classroom teachers/ Clusters</p> | <p>September 2015-June 2016</p> | <p>Teachers/ Admin</p> |
| <p>Professional development focus on Writing with a balanced literacy approach</p> | <p>Classroom Teachers/ Clusters</p> | <p>September 2015-June 2016</p> | <p>Administration</p> <p>Instructional team</p> |
| <p>Increase in differentiated professional development opportunities based on Advance classroom observation data.</p> | <p>Classroom teachers/ Clusters</p> | <p>September 2015-June 2016</p> | <p>Administration</p> <p>Instructional Team</p> |

Part 4 – Budget and Resource Alignment

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|--|----------|---|--------------------------------|---|------------|---|------------------|--|-------------------|--|----------------------|
| <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>Funds will be utilized to purchase professional development resources including professional texts. Funds will be utilized to provide per diem coverage for instructional rounds, intervisitation as well as external professional development.</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 | X | 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

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| <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>Mid year review of ADVANCE teacher observation data will be utilized to continually adjust professional development opportunities. Mid year I-READY assessment data as well as data from in-house assessments will be reviewed to</p> |

assess impact on students. By mid-year there will be an increase of 2 percent of students performing at grade level or higher on I-ready and Edperformance assessments.

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

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

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

Part 1 – Needs Assessment

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

Part 2 – Annual Goal

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

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> |
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Part 4 – Budget and Resource Alignment

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

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

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

Part 5 – Progress Monitoring

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

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

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

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

Part 1 – Needs Assessment

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

A review of parent survey results from January 2015 indicates top programming requests by families as GED preparation, Career Assistance/Job Readiness, Financial Literacy as well as preparation for citizenship.

*As result of this, we are planning to host a GED prep class here starting September 2015 alongside our already existing ELL parent programming through the Office of Continuing Adult Education.

Data from our September survey showed a need for parent programming in the areas of computers, GED programming, and job readiness skills. In regard to student programming, there was a need shown for homework help, math programs and Music programs.

We also have preliminary results from the 2015-2016 needs assessment, based on the group of 41 incoming Kindergarten families who completed a survey in June 2015. Top requests at this point include Career counseling/assistance and Stress management. All parents will be surveyed along with staff and a population of students to assess needs for the 2015-2016 school year.

As a Community Learning School, we have been able to create multiple partnerships to address parent needs which include partnerships with NY Cares as well as Price Waterhouse Cooper. We have most recently also done a community walk to assess community needs as well as how local businesses can be of assistance to the school.

Part 2 – Annual Goal

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

By June 2016, the school will develop more collaborative partnerships with families and community organizations as measured by an increase of 10% in the number of engagement opportunities offered to students, volunteers and parents interacting in OST programming (ie. Saturday Academy) offered in partnership with organizations such as New York Cares.

Part 3 – Action Plan

| <p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. | <p>Target Group(s) <i>Who will be targeted?</i></p> | <p>Timeline <i>What is the start and end date?</i></p> | <p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p> |
|--|--|---|--|
| <p>Parents/ staff and a portion of the student body will be surveyed in September to assess needs in programming</p> | <p>Parents/ Staff/ students</p> | <p>June 2015-September 2015</p> | <p>Admin CLS advisory board CLS subcommittees</p> |
| <p>School-wide staff led subcommittees will be created across varied areas to support the increase in opportunities for constituents as well as to further foster community relationships</p> | <p>Staff/ Parents/ Community</p> | <p>June 2015-June 2016</p> | <p>Admin CLS advisory board CLS subcommittees</p> |
| <p>We will continue our current relationship with NYCares and the Success Initiative grant as well as with the Office of Adult Continuing Education to further create parent/ student opportunities</p> | <p>Parents/ Community/ Students</p> | <p>September 2015-June 2016</p> | <p>Admin CLS advisory board CLS subcommittees NY Cares OACE</p> |
| <p>We will plan series of workshops/ family engagement opportunities across curricular areas to engage parents in learning opportunities</p> | <p>Parents/ Staff/ Community</p> | <p>July 2015-June 2016</p> | <p>Admin CLS advisory board CLS subcommittees Parent Coordinator</p> |

Part 4 – Budget and Resource Alignment

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

Staff will be utilized to lead and plan Community Learning School subcommittees to ensure the needs of constituents are being met. Funding will be utilized to enhance and strengthen programming for parents and community members as well as to create varied learning opportunities for students. In addition, the NYCares Success Initiative grant will provide us with an Americorp staff member to assist in creating opportunities for these constituents as well.

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

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

Part 5 – Progress Monitoring

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

Mid year surveys will be provided to assess needs across the varied constituents. In addition, a review of number of opportunities provided will be reviewed mid year to ensure we are on track for our goal. An increase of 5% will ne the goal for February 2016. In addition, surveys and assessment of parent/ student and community will be done throughout programs to ensure they are impactful. Monthly CLS advisory board meetings will be utilized as opportunities to assess/ review and revise programming as well.

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) | NYS ELA Results Base line assessments: September 2015 | Literacy instruction focused on phonics and comprehension | Small group setting | Before school Saturday mornings Afterschool |
| Mathematics | NYS Math Results Baseline assessments: September 2015 | Math intervention focused on fluency and automaticity as well as problem solving strategies | Small group setting | Before school Saturday mornings Afterschool |
| Science | In house Assessments NYS Science Exam Results | Targeted intervention in content areas with a focus on literacy skills CASA | Whole class/ small group Small group | During the school day After school |
| Social Studies | In house Assessments | Targeted intervention in content areas with a focus on literacy skills CASA | Whole class/ small group Small group | During the school day After school |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | Teacher Referral Parent Request IEP PPT recommendation | SETSS Social Worker/ guidance intervention Guidance School Psychologist Speech | Small group setting One to one Small group/one to one Small group/one to one One to one | During the school day |

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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| Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified. |
| Staff is hired after being interviewed by administration. Questions focus on the applicant's knowledge of DOE instructional expectations, Danielson's Framework of effective instruction as well as knowledge of best practices in various curricular areas. Staff is recruited through our network Human Resources support person. Teachers, once hired, are provided mentoring as well. Guidance is also provided in regards to requirements for tenure. Professional development is provided weekly in instructional and curricular areas. |

2b. High Quality and Ongoing Professional Development

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| 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). |
| Once hired, staff is provided professionally development on a weekly basis in critical areas of instruction as well as DOE initiatives. In addition, teachers create an individualized professional development plan with administration in September, which outline their strengths and weaknesses based on Danielson's framework. Short frequent observations are done to support the teacher in that area. Feedback is provided as well. Teachers meet with administration every other month to review progress in regards to professional development. In addition, faculty are sent to professional development opportunities outside of the building as requested or deemed necessary. BFSC staff will also be utilized to provide professional development in literacy and mathematics. |

Part 3: TA Schools Only

3a. Use of Program Resources

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| Describe how the TA program resources will assist participating children to meet proficiency. |
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3b. TA Coordination with the Regular Program

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| 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). |
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Part 4: SWP Schools Only

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

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| 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.). |
| Student information is shared from pre-kinder to kindergarten through communication with parents of enrolling students as well as through information provided through the turning 5 process. In addition, we partner with the incoming pre-kindergarten students and provide an orientation as well as a school tour for students and parents. Students are in the turning 5 program visit the school as well with parents to acclimate and become aware of the setting the school has to offer |

4b. Measures to Include Teachers in Decisions Regarding Assessments

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| 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 play a role in the selection of local measures of assessment through the MOSL committee as well as in consultation with administration. In addition, through the use of teacher teams, teachers are provided opportunities to share best practices related to assessment including checking for understanding. |

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

| <p>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 <u>that it has met the intent and purposes of each program whose funds are consolidated</u>². 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.</p> | | | | |
|---|---|---|--|----------------------------------|
| 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 | 219,189.00 | X | Section 5 |
| Title II, Part A | Federal | 141,106.00 | X | Section 5 |

| | | | | |
|----------------------|---------|--------------|---|-----------|
| Title III, Part A | Federal | 11,200.00 | X | Section 5 |
| Title III, Immigrant | Federal | 0 | X | Section 5 |
| Tax Levy (FSF) | Local | 2,674,699.00 | X | Section 5 |

¹Explanation/Background:

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

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

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

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

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

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

- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. P.S. 65Q, 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. P.S. 65Q 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)

P.S. 65Q, 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>Raymond York Elementary School</u> | DBN: <u>27Q065</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>48</u> |
| Grades to be served by this program (check all that apply): |
| <input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 |
| Total # of teachers in this program: <u>1</u> |
| # of certified ESL/Bilingual teachers: <u>1</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: This program will provide preparation for students for the NYSESLAT exam. Historical data has shown that our ELL population has benefited tremendously from this program in past years. In 2013-2014, approximately 24% of our ELL population scored proficient on the NYSESLAT exam. To ensure similar results for this subgroup, the program will be implemented once again. It will cover the Reading, Writing, Listening and Speaking strands of the NYSESLAT. Grades 2-5 students will be represented. All ELL students in Grades 2-5 will be invited to participate in the program. The program will be held on Wednesdays from 2:20-4:20. It will begin in October and end in May 2015 for a total of 45 sessions. The language of instruction will be English. There will be one teacher in the program. Materials used include *Achieving on the NYSESLAT* by Pearson. Teachers will provide instruction to students in the core areas of the NYS NYSESLAT exam. The program will provide whole group and small group instruction. In addition, technology will be utilized to teach through the use of visuals. Students will also be progress monitored through the I ready program.

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: CCLS Literacy, Go Math Professional Development and professional development in Citywide Instructional expectations will be provided by administrative staff. We will provide ongoing ESL professional development for our ELL teacher through consultants and CFN staff. The ESL teacher will also go to staff development provided by NYCDOE regarding the instruction of ELL student.

 Training through Pearson will be provided for the staff by administration . They are afforded opportunities to discuss current research, best practices, materials, NYS-ESL standards, instructional standards, instructional strategies that align with our curriculum, and that of the Department of Education. Professional development opportunities will also be explored through BETAC. Monthly professional development is provided at the network level for ELL staff. Weekly professional development is provided at the school level. ESL professional development for our monolingual classroom teachers is being provided in order to address the ESL students in all grades. During our Monday professional development and teacher teams, we will present our staff with strategies and best practices in order to best meet the needs of our ELL population. Interdisciplinary teaching will be encouraged in order to give ELL's support with the vocabulary needed to enhance content area learning. We will continue to elicit the assistance of Department of Education personnel to provide high quality training. ESL teachers will continue to require professional development on differentiation, ELA preparation, vocabulary development and content area instruction . Topics to be covered will include Common Core standards, Writing, Speaking and Listening, as well as content area professional development. These opportunities will occur on Monday afternoons from 2:20-3:45 during designated professional development time.

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: _____ Parents will receive opportunities for workshops on ESL strategies, literacy strategies and mathematics on a weekly basis. Professional development will be provided by our licensed ELL teacher as well as licensed CB and SE teachers. School wide parent workshops will be communicated in home language as well as all parent memorandums and calendars. Translation services will be provided for parent contact.

Workshops will occur from Sept. through June. Topics will include but are not limited to the following:

What are the Common Core Standards?

Unwrapping the NYC Dept of Ed. Instructional bundles

How can I ask my child better questions?

How can I engage my child in math tasks in the home that mirror CCSS tasks?

How can we help my child be a better writer?

How can I help my child be a better writer in mathematics?

Workshops will be provided during Tuesday parent workshop times from 2:20-3:00

Part E: Budget

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

Allocation Amount: \$11200

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

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|--|-----------------|---|
| Educational Software (Object Code 199) | _____ | _____ |
| Travel | _____ | _____ |
| Other | _____ | _____ |
| TOTAL | _____ | _____ |

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

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

| | | |
|---|-----------------------|--------------------------|
| District 27 | Borough Queens | School Number 065 |
| School Name The Raymond York Elementary School | | |

B. Language Allocation Policy Team Composition

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

| | |
|--|--|
| Principal Rafael Morales | Assistant Principal Nicole Lake |
| Coach type here | Coach type here |
| ENL (English as a New Language)/Bilingual Teacher Susana Holzer | School Counselor type here |
| Teacher/Subject Area English as a New Language | Parent type here |
| Teacher/Subject Area type here | Parent Coordinator type here |
| Related-Service Provider type here | Borough Field Support Center Staff Member type here |
| Superintendent type here | Other (Name and Title) type here |

C. Teacher Qualifications

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

| | | | | | |
|---|---|---|---|---|---|
| Number of certified ENL teachers currently teaching in the ENL program | 1 | Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program | 0 | Number of teachers who hold both content area/common branch and TESOL certification | 0 |
| Number of certified bilingual teachers currently teaching in a bilingual program | 0 | Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12] | 0 | Number of teachers who hold both a bilingual extension and TESOL certification | 0 |
| Number of certified ENL teachers <u>not</u> currently teaching in the ENL program | 0 | Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6] | 0 | Number of special education teachers with bilingual extensions | 0 |

D. Student Demographics

| | | | | |
|--|----------------------|-----------|---|--------------|
| Total number of students in school (excluding pre-K) | Total number of ELLs | 69 | ELLs as share of total student population (%) | 0.00% |
|--|----------------------|-----------|---|--------------|

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 type="checkbox"/> | No <input checked="" type="checkbox"/> | If yes, indicate language(s): |
| Freestanding ENL | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> | |

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

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

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|----|---|----|---|----|
| All ELLs | 69 | Newcomers (ELLs receiving service 0-3 years) | 51 | ELL Students with Disabilities | 10 |
| SIFE | 0 | Developing ELLs (ELLs receiving service 4-6 years) | 18 | 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 |
| DL | | | | | | | | | | 0 |
| ENL | 51 | 0 | 2 | 18 | 0 | 8 | 0 | 0 | 0 | 0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

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

Freestanding English as a New Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT 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 | 2 | 9 | 7 | 5 | 3 | 0 | | | | | | | | 0 |

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

| NYS Math | | | | | | | | | |
|----------|---------|----|---------|----|---------|----|---------|----|-------|
| Grade | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | HL | English | HL | English | HL | English | HL | |
| 3 | | | | | | | | | 0 |
| 4 | 2 | | 2 | | 4 | | | | 0 |
| 5 | 5 | | 2 | | 2 | | | | 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 | | | | | | | | | 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.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
Paste response to question here:
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Paste response to question here:
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?**Paste response to questions here:**
- 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](#).]
Paste response to question here:
- How do you make sure that a student's new language development is considered in instructional decisions?
Paste response to question here:
- For dual language programs, answer the following:
 - How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?
 - How are EPs performing on State and other assessments?**Paste response to questions here:**

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

Paste response to question here:

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.

There are four (4) steps and placement into the ELL program chosen by the parent and to be completed within 10 school days and 20 school days for students entering with IEPs.

First step, is to administer the Home Language Identification Survey that determines the student's home language as part of general intake procedures. This includes an interview with both the parent and student in English and the the home language. A student is considered to have a home language other than English when one (1) question on the HLIS Part 1: questions 1-4 indicates that the student uses a language other than English, and two (2) questions on the HLIS Part 1: questions 5-8 indicate that the student uses a language other than English, and three (3) the interview with the parent and student indicates a language other than English. It is the combination of the interviews with the parent and student, and responses to the questions on the HLIS to determinethe student's placement in ENL. Parents can receive language assistance over the phonethrough the DOE's Translation and Interpretation Unit where they are informed by us to receive language assistance and have their questions answered in their preferred languages. Ms. Holzer, completes the HLIS with the parent and ensures timely entry of this information into the designated ATS screen(QADM). She is trained in cultural competency, language development, and the needs of English language learners. A qualified interpreter/translator of the language or mode of communication the student or parent or guardian best understands is provided when needed. The completed HLIS forms are placed in the student's cumulative file and remain a part of the student's permanent record. If, however, the student's home language is English, the ELL identification Process terminates at this step.

Step 2 is, if the student's home language is not English, Ms. Holzer, licensed TESOL, administers a more in-depth interview with the student, review his/her school work(if available), and reviews the Individualized Education Program (if applicable), in order to determine NYSITELL eligibility(whether the student should take the NYSITELL). Our school determines whether the students has English oral and literacy skills sufficient for the grade into which the student is enrolling for the reason that a student may come from a home in which a language other than English is spoken. However, due to prior educational, social, and/or personal experiences, the student is dominant in English. A trained pedagogue will: interview the students in both Engliosh and the home language, and review student's prior school work in reading, writing, and mathematics, in both English and the home language. In some instances where there is an absence of sufficient school work, we will use age-and grade-appropriate informal, culturally sensitive, school-based assessments or formal and informal screeners. Then, our school determines eligibility for the students to take the NYSITELL. To students entering school with IEPs(from within the United States) is based on the determination of the Language Proficiency Team (LPT), which is comprised of a school/district administrator, a certified teacher or related service provider with a bilingual extension and/or a teacher of English to speakers of other languages, the director or special education or individual in a comparable title (or his or her designee), and the student's parent or guardian. A qualified interpreter or translator of the language or mode of communication the parent or guardian best understands is present at each meeting of the LPT. These procedures are used for initial entry into DOE or reentry after two(2) years.

1. The LPR determines whether the student should take the NYSITELL. The LPT should consider evidence of the student's evidence of the student's English development, including, but not limited to the following:
 - a. The result of Step 1
 - b. The student's history of language use in the school and homr or community
 - c. The results the individual evaluation of the student conducted in accordance with procedures in CR Part 200.4(b)(6), which includesassessments administered in the student's home language
 - d. Information provided by the Committee on Special Education(CSE) as to whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English
2. The LPT makes a determination as to whether the student may have second language acquisition needs or whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English based on the evidence

- a. If the LPT determines that the student may have English language acquisition needs, the student must take the NYSITELL
- b. If the LPT determines that the student does not have English language acquisition needs and should not take the NYSITELL, the recommendation is sent to our principal for review

Our principal accepts or rejects this recommendation

If our principal rejects the recommendation of the LPT to not administer the NYSITELL, the NYSITELL is immediately administered to the student

If our principal accepts the recommendation not to administer the NYSITELL, the recommendation is sent to the superintendent or the superintendent's designee for a final decision. Our school notifies the parent or guardian within three(3) school days of the decision in the parent's/guardian's preferred language

The superintendent or superintendent's designee has ten (10) days to accept or reject the LPT's recommendation. If the superintendent determines that the student must take the NYSITELL, the school has five (5) additional school calendar days to administer the NYSITELL(if necessary) and to notify the parent or guardian. The form titled Language Proficiency Team NYSITELL Determination Form is completed and placed in the student's cumulative folder.

If the student is ineligible to take the NYSITELL, the ELL Identification Process terminates this step. If the student is eligible to take the NYSITELL, the next step is applied.

Step 3 is the administration of the NYSITELL where within ten(10) school calendar days the administered answer documents are scanned, and parents are informed through parent notification letters (in the parent's preferred language) within five(5) school days of ELL determination: Entitlement letter, Non-Entitlement Letter, or Continued Entitlement Letter.

Step 4 is the administration of the Spanish LAB. All new entrants whose HLIS responses indicate a home language of Spanish and who are newly identified as ELLs based on NYSITELL results are administered the Spanish LAB at the time of the initial enrollment(or reenrollment) during the same 10-day testing window.

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).

Our school makes an initial SIFE determination within 30 days from initial enrollment of students. It begins at the time of the completion of the Home Language Identification Survey when the parent is asked to indicate prior schooling.

- a. Administer the oral interview questionnaire
- b. For those students who have a home language of Arabic, Bengali, Chinese, Haitian, Creole, or Spanish, the Literacy Evaluation for Newcomer SIFE (LENS) is administered.

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).

NYSITELL eligibility for students entering schools with IEP (from the United States) is based on the determination of the Language Proficiency Team (LPT) whose members are the School Psychologist, Social Worker, Special Ed Teacher, & Family Worker. The LPT is minimally comprised of

- A school/district administrator

- A certified teacher or related service provider with a bilingual extension and/or a teacher of English to speakers of other languages

- The director of special education or individual in a comparable title (or his or her designee)

- The student's parent or guardian

A qualified interpreter or translator of the language or mode of communication the parent or guardian best understands, is present at each meeting of the LPT. These procedures are used for initial entry into DOE schools or reentry after 2 years.

1. The LPT determines whether the student should take the NYSITELL. The LPT considers evidence of the student's English language development including, but not limited to the following:

- *The result of Step 1

- *The student's history of language use in the school and home or community

- *The results of the individual evaluation of the student conducted in accordance with procedures in CR Part 200.4 (b)(6), which includes assessments administered in the student's home language

- *Information provided by the Committee on Special Education (CSE) as to whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English

2. Based on the evidence, the LPT makes a determination as to whether the student may have the determinant factor affecting whether the student can demonstrate proficiency in English.

- *If the LPT determines that the student may have English language acquisition needs, the student WILL take the NYSITELL

- *If the LPT determines that the student does NOT have English language acquisition needs and should NOT take the NYSITELL, the recommendation is sent to the principal for review

*The principal rejects the recommendation of the LPT to NOT administer the NYSITELL, the NYSITELL is IMMEDIATELY administered to the student

*If the principal accepts the recommendation NOT to administer the NYSITELL, the recommendation is sent to the superintendent

or the superintendent's designee for a final decision. Additionally, the parent or guardian is notified within three (3) school days of the decision in the parent's/guardian's preferred language

The final decision is made by the superintendent or superintendent's designee. The superintendent or designee has ten (10) school days to accept or reject the LPT's recommendation. If the superintendent determines that the student must take the NYSITELL, our school has five (5) additional school calendar days to administer the NYSITELL(if necessary) and to notify the parent or guardian. The form, Language Proficiency Team NYSITELL Determination Form is completed and placed in the student's cumulative folder. These determinations are made solely by the student's Committee on Special Education. Regardless of the LPT's decision and final NYSITELL eligibility determination, language of instruction for all students with Individualized Education Programs(IEPs), including ELLs, is determined by the CSE.

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.

Our ENL teacher makes phone calls for a meeting during her prep time and schedules an appointment for the parent to see her. She also goes out during dismissal time, hands out and explains that their child is identified to be in ENL program. After which, the entitlement letters are filled out and signed by the parents. She then files them in a binder. These parent choice letters (survey and selection) are reviewed by the LAP team and make decisions that will best affect the student's education. These entitlement signed documents are kept on file by S. Holzer. For students who tested out, non-entitlement parent notification letters are sent home.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Parents are informed that they have the right to appeal ELL status of their child within 45 days of enrollment when our ENL teacher, Ms. Holzer meets them during the ELL Parent Orientation. She makes a phone call to meet them in person during her prep period.

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.

Our school notifies parents of their child's eligibility for ELL services and provides information and program selection through parent orientations (in the parents' preferred languages) within the specific time frame the DOE has designated. Parents are sent letters of invitation of ELL Parent Orientation and follow up phone calls of their attendance. Our ENL teacher, Ms. Holzer with an interpreter, explains each and every program for them to choose thoughtfully what best suits their child to learn the English language. Also, they are given leaflets of these three programs and list of schools that offer them. For parents who were present at the Parent Orientation, Ms. Holzer makes a phone call for a one on one meeting during her prep period. Her last recourse is, she goes out to meet the parent during dismissal time of their child.

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.

Our ENL teacher have these documents explained to the parents and signed during the ELL Parent Orientation. For non-attendees, she makes phone calls to meet the parent during her prep period, or meets them outside on dismissal time.

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

Our ENL teacher makes sure that she meets the parent in person to fully explain, filled out properly, and signed during her prep period and or school dismissal. They are filed in a binder.

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

Our school ensures that placement notification letters are distributed by our ENL teacher herself in their child's homework folder.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

Our ENL teacher keeps photocopies of those pertinent letters in a binder.

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.

In the Speaking section of the NYSESLAT, each child from his/her class is pulled out to be tested. While in Listening, Reading, and Writing sections, students are pulled out according to their grade as a group and tested in each area in a different time, and day.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

If not our ENL teacher herself who personally puts them in the student's homework folder, she distributes them to the student's respective teacher's mailbox. She retains duplicate copies of ENL letters sent home in a binder.

13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will

you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

For the past few years, the trend in program choices that parents have requested was 100 % ENL.

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.
As per CR Part 154.2, our students are grouped homogenously. Our ENL teacher travels with her group of students of the same grade level and of the same proficiency level to one class of Language Arts and of another content area as Integrated ENL. As for the Stand Alone ENL, she pulls out her students to her classroom.
 - b. TBE program. *If applicable.*
We do not have TBE program.
 - c. DL program. *If applicable.*
We do not have DL program.
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)?
Standalone ENL is delivered for 360 minutes of 2units of study per week in a Standalone for our ELLs for Beginner/Entering. 90 minutes of ENL/LA and 90 minutes of content area for ltermediate/Transitioning. 180 minutes of integrated ENL for Advanced/Expanding. 90 minutes for Proficient/Commanding in ENL/LA or other content area. While Integrated ENL/LA is delivered in a grade classroom of the teacher as our ENL teacher and general education teacher co-teach during Language Arts block of 2 periods a day and other content areas. 90 minutes of Standalone/ 180 ENL/LA and 90 minutes in other content area for Low lntermediate/Emerging Attendance records are monitored throughout the year to ensure compliance.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
Our ENL program adheres to the "Children First" initiative's uniform curriculum. Our program uses a balanced approach to literacy, including high-quality instructional practices that facilitate academic excellence for ELLs. The program also adheres to the New York State Learning Standards for all academic areas, and has an ENL component based on the New York State ELL Standards. ENL strategies are applied such as TPR, realias, dialogues, poems, role-playing among others.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
The school ensures that all ELL students are evaluated on all state assessments that are available in their native language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Entering, Emerging, Transitioning, Expanding, and Commanding are placed via NYSITELL/NYSESTLAT, using a pull out and push in models with ENL teacher /general education teacher to meet the requirements of 360, 180, and 90 minutes per week. Strategies that are used are based on Ready Gen Literacy model. They include auditory and visual aids, as well.

ENL teacher is provided with the EL and the New York State Learning Standards, as well as the Network and School prototype. ENL lesson plans and learning experiences are aligned with these standards. Math, Science, Social Studies and other subject areas are integrated into daily lesson plans. ENL teacher links with classroom teachers to ensure that the students' academic needs are integrated with instruction. Viasual and print materials, realias, songs, charts, manipulatives, extra help, and physical demonstrations also play a role in the development of each lesson.

Our ELL teacher instructs targeted ELL students. Where possible, our ENL teacher can push in into Science, Social Studies, and Math classrooms other than Language Arts. She utilizes vocabulary strategies to enhance literacy. Core content area instruction is provided. A writing workshop model is used at PS65Q. Our ENL teacher links with classroom teachers to plan curricular alignment and instructional improvement for ELLs.

Instruction is differentiated for students of varying ability. This differentiation is evident through the level of the reading materials used by the by the ENL teacher. Students are leveled by the results of NYSITELL and NYSESLAT and are placed with students throughout the school that read at the same level. Instruction is then directed at that level providing each group instruction at their level. Further differentiation is used during their ENL instruction time through leveled center activities and direct questioning from the teacher.

Our ELL program focuses on language acquisition and incorporates school-wide initiatives. We stress weekly reading comprehension skills, as well as the writing skills. The LAP is used to identify the areas of weakness that need to be addressed.

A feature of the ELL program is that students are grouped by ability and need. This allows us to have our certified ENL teacher instructing our ELLs in literacy. Our reading block is one hundred minutes a day yielding 400 minutes of direct contact per week. This is in addition to those students being pulled in other subject areas.

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

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

6a. SIFE students receive extended instructional time. This would be provided during afterschool classes, Saturday programs, and summer programs. All other opportunities available for ELL students would be available to SIFE's as well.

Greater outreach to parents needs to be provided from the school to better educate them in making intelligent choices that will best suit their child's needs. This not only includes the various ELL programs to choose from, but the structure and methods of the current ELL program that is in place.

6b. Newcomers will acquire the use of English through literacy immersion, content area learning and daily socialization skill instruction of 180 minutes of standalone ENL and 180 minutes of ENL/ELA Visuals, realias, manipulatives, and physical demonstrations will be utilized to aid in the growth of their vocabulary. There will be more emphasis placed on their reading and writing skills integrating content area to prepare them for the State assessments.

6c. Developing ELL students will be a push in model of 180 minutes of integrated ENL/LA, and will have more emphasis placed on their reading and writing skills integrating content area using ELL methodology to prepare them for the State assessments. An Afterschool Program is offered to support their progress.

6d. We do not have Long Term ELL students.

6e. Former ELLs up to two years after exiting ELL status will be a push in of 90 minutes of integrated ENL/ELA, or other content area using ELL methodology. Testing accommodations are provided. These students are also provided support to help them maintain their development of the English language.

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.

We do not have re-identified as ELL nor re-identified non-ELL.

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?

ELL students that are also classified as Special Education will receive all services afforded to them by their IEP and by CR Part 154. All special education students will receive ENL service as described by the level they have achieved on the NYSESLAT. ELL students with special needs require individual methods of instruction. Different materials, teaching techniques, and approaches are needed to accommodate each child's special needs. After School program is offered to support student progress. ELL-SWD students receive the mandated instruction from a licensed Special Education teacher either in a self-contained setting or in an ICT setting.

Chart 7 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 addition to the classroom teacher differentiating the lesson for ability, the ENL teacher also implements ENL strategies to these students in a push-in & pull-out models.

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 per week (360 min.) | 2 units of study per week (360 min.) | 1 unit of study per week (180 min.) | 1 unit of study per week (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(uu) of this Title. All programs must be provided during the school day. | | | | | |

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



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

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

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

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

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

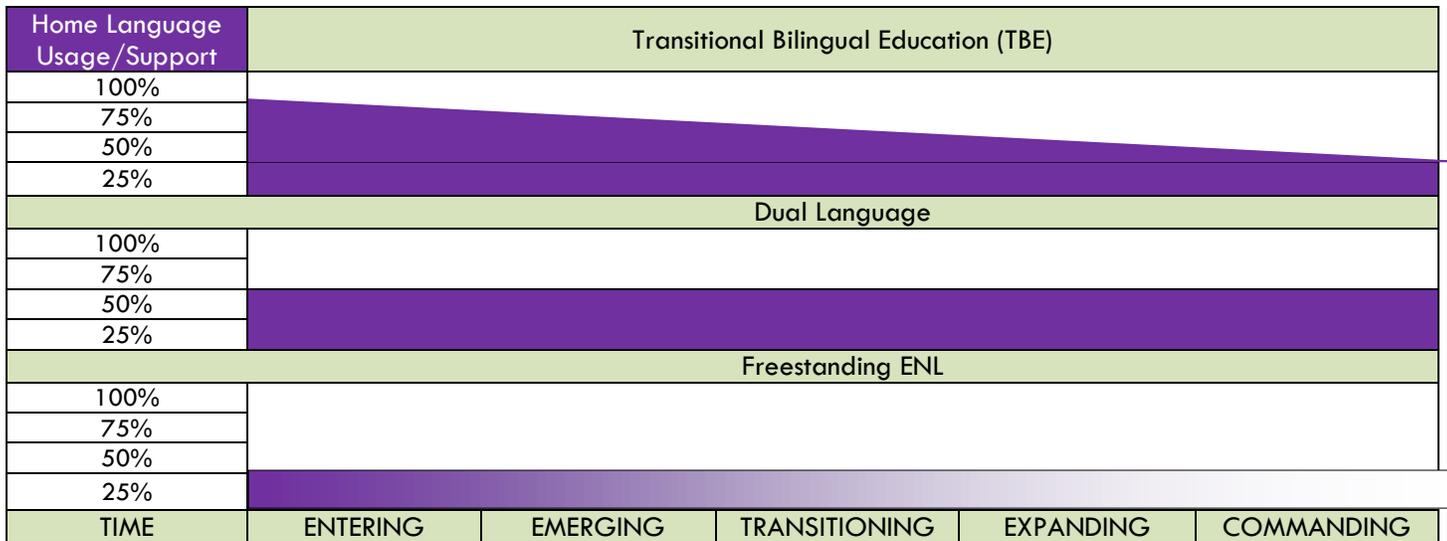


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
Our targeted intervention program is in ELA. Targeted ELL subgroups are: entering, emerging, and transitioning. These students are pulled out and pushed in and are given tutoring in that area.
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 entering ELL students towards the end of the school year become participants in class recitations and converse with their teachers and peers. The emerging ELLs develop self-confidence and are motivated to improve their academic performance. The transitioning ELLs increase their pride and satisfaction in performance. In summary, they improve their social skills, able to read and answer questions, use of graphic organizers used to write sentences in a paragraph form, and recent score results of NYSESLAT that placed to a higher level of proficiency, if not proficient.
12. What new programs or improvements will be considered for the upcoming school year?
New programs in our school are:
- La Guardia Community College where students observers provide in-classroom and individualized tutoring support.
 - New York Cares, which is Math and Movement
 - Teacher-led programming of ELL Afterschool
 - St. John's University volunteers who assist with their Afterschool homework help on weekly basis.
 - Online academic programs on i-Ready and Performance Series.
13. What programs/services for ELLs will be discontinued and why?
There are no programs/services that will be discontinued in our school.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs have equal access to all school programs we have.
- School-wide character-building curriculum
 - Career Day with guest presenters from a variety of professions and backgrounds.
 - Saturday and Afterschool programs
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.
In addition to the vast supply of resources that the school provides its ELL teacher, the teacher also uses but is not limited to:
- Ready Gen
Go Math
Read All About It, by Lori Howard
Can You Believe It, by Jan Huiznega
The Oxford Picture Dictionary
Leveled library books-fiction and non-fiction
Computers
Craft Lessons and Non-fiction Craft Lessons, by Ralph Fletcher
Rigby In Step Leveled Reading Intervention Program

The Ready Gen program, which is a technology based interactive literacy program, is utilized for early learners Kindergarten to Grade 5. It stresses visual and auditory strategy cues via the internet. The use of wireless ipads are also used as a motivational tool designed to enhance and eliminate frustration for our ELL population. In the near future, we will be utilizing "Options" as supplementary materials for our ELL students to use along with their Go Math curriculum. The program provides differentiation within the program for ELL students including a strong vocabulary development segment for these students.

Through Ready Gen, our ELL students are instructed during the literacy block using ELL strategies that are incorporated in our program. Our Ready Gen program incorporates a newly developed resource for teaching phonemic awareness through the use of a DVD. This will be an excellent strategy for reaching our ELL population.

We have Promethean Boards or Smart Boards in every instructional classroom that is used as a tool to facilitate learning. ELL students benefit from the technology as they are continuously listen to oral English, can write on the board, and read from the board.

Our Rigby In Step leveled reading program is a reading leveling system that provides scaffolded instruction in reading characteristics, developmental phonics, and language building. Each level focuses on the key content areas of science, math, and social studies to help our ELL students build essential knowledge while strengthening their reading skills.

Using the LAP Tool Kit, the eight principles were reviewed and prioritized. Focus will be on all LAP Policy Principles that relate to our school's ELL program. We will, however, place special emphasis on Principles Two or Eight. Having students actively engaged in standards based curriculum using textbooks and classroom literacy materials ensures principle Two, Academic Rigor. Students will participate in small group instruction that guides and emphasizes verbal and written discourse. Principle Eight-Quality teachers of ELLs, deals with the specific knowledge of both content and language development. Teachers will demonstrate effective practices and differentiation of instruction based on needs.

During the course of the school year, ELL Classrooms will be monitored by administrative staff and regional support staff in order to ensure all LAP mandates are being implemented. LAP committee meetings will be held on a monthly basis to discuss implementation and modifications as needed.

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

The ENL teacher will use the student's native language where possible to help clarify the student's understanding of a concept. Translation and communication between student and teacher is continuous. Students that do not yet know how to express their needs and wants in English can use their native tongue to do so. Native Language is also used when communicating with the parent of ELL students. It is often necessary to have a translator present to guarantee understanding. When possible, an ELL student is paired with an English fluent student that is fluent in the ELL student's language to assist in fostering the English development of the ELL student.

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

ELL students are grouped in our reading program based on ED Performance and Fountas & Pinnell assessments. The ENL teacher goes to their respective class and does a push in model of teaching.

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).

Our school has Saturday and Afterschool activities from grades K-5 led by parents, parent coordinator, teachers, and representatives from our sponsors.

- a. Basketball, soccer, tennis, & dance
 - b. Power Play NYC which focuses on empowerment through sports, games, and team building.
 - c. Common Threads is a nutrition education partnership which provides students with hands-on cooking lessons that incorporate diverse cultural exploration.
 - d. Delta Airlines sponsors annual Holiday Party and other special events.
 - e. GROWN NYC is a recycling champions program that engages students in making school more sustainable.
 - f. Monthly grade-wide charitable endeavors that teaches students the importance of giving to others by engaging them in student-led drives for charities, including St. Jude, Children's Hospital, City Harvest, Toys for Tots, Ronald McDonald House, and more.
 - g. School-wide programs and assemblies such as Winter Wishes, Corporate-sponsored events through New York Care, NYPD "Stranger Danger", and Apple Corps Traffic Safety Program (DOT).
19. What language electives are offered to ELLs?
- Our school does not offer language electives to ELLs.
20. For schools with dual language programs:
- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

We do not have Dual Language programs.

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.)
Professional Development initiative includes Ready Gen with emphasis on Literacy Awareness for early learners and Writing Workshop.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
Our region provides monthly ENL/Bilingual professional development for our ENL staff. They are afforded opportunities to discuss current research, best practices, materials, NYS-ELL standards, instructional standards, instructional strategies that align with Core Curriculum, and the application of the regional ELL prototype.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Staff is sent to Professional Development sponsored by the Office of ENL, Department of Education, staff is provided with books and materials for ELLs to be middle school ready. ENL professional development for our monolingual classroom teachers is being provided in order to address the large number of ELL students in grades Kindergarten to Grade 5. During our extended day Professional Development sponsored by the Office of ENL, Department of Education, staff is provided with books and materials for ELLs to be middle school ready. ENL professional development for our monolingual classroom teachers is being provided in order to best meet the needs of our ELL population. Interdisciplinary teaching will continue to elicit the assistance of network personnel to provide high quality training. ENL teacher will continue to require professional development on differentiating instruction, especially since most classrooms are composed of students with varying levels of English proficiency and subject area expertise, as well as content area integration.
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.
Our school provides 7.5 hour training to teachers that are in need of its completion. The workshop is conducted by a licensed ENL instructor. At the completion of the workshop, each teacher is provided a certificate stating they have a completed mandated 7.5 hour training and the certification is maintained in each individual teacher's file.

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?

Our school's ENL teacher individually meet with the parents or guardians of English language learners once a year. This is in addition to parent teacher conferences, ELL Parent Orientation given in September, quarterly progress meetings or other scheduled meetings provided for parents or guardians. In this meeting, their child's language development progress, English language proficiency assessment results, and language development needs in all content areas are discussed. School staff in all content areas in English and a qualified interpreter/translator in the language of the parent or guardian best understands are in this meeting. Attendance is recorded at all times.

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.

Our ENL teacher keeps all the records of meetings in person, phone calls, and acknowledgment receipts of the letters sent to the parents.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Through a multitude of events, the ELL parents maintain integral involvement with the school. Parent Conferences in the fall and spring, Meet the Teacher Night, Parent Workshops through the Parent Coordinator, Parent Book Club, Family Math Night, Daddy and Me Night, Divali and Multicultural Celebration, School Leadership Tea, Parent Volunteers, and our extensive PTA provide opportunities for all ELL parents to be part of PS65.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Our school has the following workshops or services to our ELL parents, such as:

1. New York Cares volunteer orientations and service opportunities that facilitate parent engagement and leadership, weekly Computer Basics and English Conversation classes.

2. ESL and GED classes offered Monday-Friday through the DOE's Office of Adult and Continuing Education.

3. Literacy Workshop Series.

4. United Federation of Teachers Monthly Parent Book Club.

5. New Horizons Wellness Clinic which provides on-site mental health counseling.

6. NYU College of Dentistry's Mobile Dental Care Program provides free cleanings in evenings for parents.

Fidelis Care Child Health Plus offers families access to quality and affordable health care whose representative is present at PTA meetings to encourage ease of use and access.

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

We evaluate the needs of the parents through a survey conducted by the parent coordinator during various events through the year. It is from this feedback that the school prepares activities and workshops to meet the needs of the parents. The parent coordinator is the liaison between the parents and the school and ensures that the parents' needs are met.

Specific events include: information on state testing and student data through ARIS. There are others provided by the school.

However, many of the programs are created as a result of the survey identifying the needs of the parents. Parents of ELL students are also invited to attend parent events that are open to everyone.

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

Parents learn to socialize and speak the English language themselves.

D. Additional Information

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

Paste response here:

| School Name: _ | | School DBN: _ | |
|---|---|---------------|-----------------|
| 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) |
| | Principal | | 1/1/01 |
| | Assistant Principal | | 1/1/01 |
| | Parent Coordinator | | 1/1/01 |
| | ENL/Bilingual Teacher | | 1/1/01 |
| | Parent | | 1/1/01 |
| | Teacher/Subject Area | | 1/1/01 |
| | 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 |
| | Other _____ | | 1/1/01 |
| | Other _____ | | 1/1/01 |
| | Other _____ | | 1/1/01 |

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 27Q065

School Name: Raymond York Elementary School

Superintendent: Ms. Barton

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.

Data included to assess language preferences include the HLIS as well as emergency blue cards. In addition, a school wide parent survey is distributed to parents to ascertain need. Finally, our ELL teacher conducts intake interviews to gather information regarding parent language preference.

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.

Parent preferred languages include:

Spanish
Bengali
Urdhu
Punjabi
Chinese

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.)

On a yearly basis, various notices are sent out that require translation. These include monthly calendars, notices regarding parent or schoolwide meetings, notices regarding schoolwide policies as well as notices regarding curricular information.

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.

On a yearly basis, we have monthly parent workshops, four schoolwide parent teacher conferences, monthly PTA meetings, School Leadership Team meetings. Anticipated interactions are expected with the guidance counselor, attendance teacher, administration, office staff, the school based support team as well as teachers.

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.

Documents that are provided to parents will be translated on a monthly basis by staff members as well as parent volunteers. Memos, letters and calendars will be reviewed and translated at the start of each month as well.

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.

Informal conversations will be translated by staff as needed. In addition, city wide translation services will be utilized for parent interactions such as Parent Teacher Conferences.

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.)

Staff is made aware of available translation services as well as over the phone translation services as initial professional development provided in September.

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

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)

Parent surveys are distributed at various times in the year including September as well as mid year. These surveys ascertain the needs of our parent body as well as guide parent programming as well.