

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

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

**30Q084**

**School Name:**

**P.S. 084 STEINWAY**

**Principal:**

**JOHN BUFFA**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: PS 84, The Steinway School for Future Community Leaders School Number (DBN): 30Q084

Grades Served: PreK – 5, 8

School Address: 22-45 41<sup>st</sup> Street Astoria NY, 11105

Phone Number: 718-278-1915 Fax: 718-932-4649

School Contact Person: Dominic Armano Email Address: [darmano@schools.nyc.gov](mailto:darmano@schools.nyc.gov)

Principal: John A. Buffa

UFT Chapter Leader: Lorraine Masciarelli

Parents' Association President: Jennifer Casas

SLT Chairperson: Lorraine Masciarelli

Title I Parent Representative (or Parent Advisory Council Chairperson): Jennifer Casas

Student Representative(s): \_\_\_\_\_  
\_\_\_\_\_

**District Information**

District: 30 Superintendent: Dr. Philip Composto

Superintendent's Office Address: 28-11 Queens Plaza North

Superintendent's Email Address: [pcompos@schools.nyc.gov](mailto:pcompos@schools.nyc.gov)

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

**Borough Field Support Center (BFSC)**

BFSC: 28-11 Queens Plaza North Director: Lawrence Pendergast

Director's Office Address: \_\_\_\_\_

Director's Email Address: [lpender@schools.nyc.gov](mailto:lpender@schools.nyc.gov)  
(718-391-8222)

Phone Number: \_\_\_\_\_ Fax: (718) 391-8222

## 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)
John A. Buffa	*Principal or Designee	
Lorraine Masciarelli	*UFT Chapter Leader or Designee	
Jennifer Casas	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Jennifer Casas	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	
Jennie Chin - Romero	Member/ Parent	
Stella Filippes	Member/ Parent	
Carolyn Haase	Member/Staff	
Jeffrey Lau	Member/Parent	
Karen Phillips	Member/ Staff	
Melanie Pungler	Member/ Staff	

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

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> 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.
<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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

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

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

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

## The Quality Review and the Framework for Great Schools

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

### NYCDOE's Quality Review (QR)

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

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

### Title I Requirements and Strengthening Title I Parent Involvement

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

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

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

#### Section 4: CEP Overview

Develop a narrative summary that includes:

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

PS 84 has been in existence since 1904. We take pride providing our students with a high level of education emphasizing the core curriculum, critical thinking and collaborative teamwork. Our staff, parents and community members ensure a safe, nurturing, and creative environment that enable all of our students to reach their highest potential. Our students are offered opportunities, which will prepare them for a path of college and career readiness. We successfully prepare our students to meet the challenges of the 21<sup>st</sup> century.

PS 84 has a focus on community collaboration. As shown in The Framework for Great Schools, community ties are important to enhance the school community and learning environment. Our entire school family continuously works to promote strong values concentrating on respect, responsibility and kindness. In addition to our rigorous academic program, we also offer a well-rounded interdisciplinary curriculum that includes science, technology, engineering, arts, and mathematics (STEAM). Our continued partnerships with Urban Advantage, Hall of Science, Grow NYC, Spoons Across America, and Solar One have provided our students with a strong knowledge in environmental responsibility. We have been identified as a "Green School."

### 30Q084 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05,07,08	Total Enrollment	368	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	2	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	71.2%	% Attendance Rate		93.8%
% Free Lunch	42.3%	% Reduced Lunch		1.5%
% Limited English Proficient	9.0%	% Students with Disabilities		17.2%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	2.0%	% Black or African American		4.7%
% Hispanic or Latino	36.7%	% Asian or Native Hawaiian/Pacific Islander		9.3%
% White	46.9%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	10.55	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		N/A
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		15.1%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		10.85
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	29.3%	Mathematics Performance at levels 3 & 4		34.8%
Science Performance at levels 3 & 4 (4th Grade)	90.7%	Science Performance at levels 3 & 4 (8th Grade)		79.2%
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		N/A
White	YES	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		N/A
White	YES	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	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	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

### Part 1 – Needs Assessment

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

According to The Framework for Great Schools, student achievement is built with a supportive learning environment, rigorous instruction and collaborative teachers. To enhance our learning environment and further engage our students on a daily basis, we are increasing the use of our STEAM philosophy in all classes. When students are engaged in an interdisciplinary fashion, engagement and learning thrive. We have created a new Art/Library cluster position this year to aid this effort. We collaborate with organizations such as GrowNYC and Spoons Across America to further engage our students. The use of STEAM in all classes will increase student involvement leading to an increase of student achievement.

### Part 2 – Annual Goal

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

By June 2016, we will streamline communication among teachers by using DataCation to increase our collaboration and trust as measured by the number of anecdotal notes written by teachers each month (at least 5 per month).

By February 2016, we will monitor the use of DataCation to ensure that teachers are utilizing the system. Teachers should have inputted at least 20 comments thus far (5 for each month for the months of November, December, January and February).

Teachers will increase communication with students, parents, and colleagues. High academic and behavioral expectations and standards will be set as a desired impact to increasing student achievement

### Part 3 – Action Plan

<p><b>Activities/Strategies:</b> 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"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Professional development will be provided by lead teachers who are attending workshops over the summer.</p>	<p>Teachers</p>	<p>Summer/Fall 2015</p>	<p>Science Teacher</p>
<p>Professional development committee will lead workshops on grouping and differentiation for different subgroups.</p>	<p>Teachers</p>	<p>September 2015-June 2016</p>	<p>Professional Development Committee</p>
<p>Using Datacation teachers and parents will have a plethora of information at their fingertips to increase communication and trust.</p>	<p>Parents</p>	<p>September 2015-June 2016</p>	<p>Assistant Principal</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> 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>Subscription to Datacation – Compass Program; Training of staff on Academic Mindsets Philosophy</p>										
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> 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>At the end of each marking period, administrators will review the MOTP school summary report to note the percentage of teachers who scored Effective or Highly Effective of component 3C. This will positively impact student achievement because teachers will increase communication with students, parents, and colleagues. High academic and behavioral expectations and standards will be set as a desired impact to increasing student achievement.</p>

**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.

Trust is the “outer layer” of the Framework for Great Schools. Trust encompasses all other components and must be held among all constituents. Respect is vital to the success of a school community. According to our 2013-2014 Quality Review Report, the school is well developed in component 1.4 - “maintain a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults.” To enhance this, we will work to increase our communication and collaboration among staff. Our staff aims to have clear and open communication with each other regarding our students.

Feedback from the 2013-2014 quality review suggests that one of our schools strengths is trust. This is directly tied to the framework of great schools because building trust throughout the school ties administrators, educators, students and families together. This element of trust is the foundation to the Framework for Great Schools.

### Part 2 – Annual Goal

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

By June 2016, we will streamline communication among teachers by using DataCation to increase our collaboration and trust as measured by the number of anecdotal notes written by teachers each month (at least 5 per month).

By February 2016, we will monitor the use of DataCation to ensure that teachers are utilizing the system. Teachers should have inputted at least 20 comments thus far (5 for each month for the months of November, December, January and February)

### Part 3 – Action Plan

<b>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:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
Professional development will be provided by the Datacation team.	Teachers	September 2015.	Datacation Staff Developers; Principal; AP
Using Datacation, teachers will be able to target specific subgroups by looking at data sets.	Teachers	September 2015-June 2016	AP
Our parent coordinator will hold a number of workshops for parents to inform them of the benefits of Datacation.	Parents	September 2015-June 2016	Parent Coordinator

#### **Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Lead inquiry team members will facilitate the Datacation Program. We will also incorporate common planning time to fulfill this goal. Professional learning will be on-going and include the following topics: looking at student work, and isolating trends.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

#### **Part 5 – Progress Monitoring**

<b>Part 5a.</b> 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.
At the end of every month, administrators will monitor teachers use of Datacation to see how many anecdotal notes have been written. In February, 2016 school leadership will review activity reports as a quantifiable mid-point benchmark to measure the school's progress towards meeting the annual goal.
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

**Section 5C – Framework for Great Schools Element – Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

**Part 1 – Needs Assessment**

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

**Part 2 – Annual Goal**

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

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

**Part 4 – Budget and Resource Alignment**

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

**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	X	21 <sup>st</sup> 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 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.

According to our most recent Quality Review Report (2013-2014), and MOLP feedback, it was recommended to “enhance the use of classroom observations along with the analysis of student work and data to improve professional development and student achievement.” To achieve this goal, our school leadership team will collaborate and discuss and calibrate low inference note taking strategies. School leadership will provide more specific actionable feedback to teachers through the Danielson Observation process. School leadership will participate in Principals' study group to further professional learning.

**Part 2 – Annual Goal**

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

By June 2016, the Principal and Assistant Principal will strengthen teacher feedback by providing more low inference evidence and more specific next steps to teachers through Danielson observations.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> 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"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

**Part 4 – Budget and Resource Alignment**

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

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

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

**Part 5 – Progress Monitoring**

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

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

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

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

**Part 1 – Needs Assessment**

<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>

**Part 2 – Annual Goal**

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

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> 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"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

**Part 4 – Budget and Resource Alignment**

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

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

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

**Part 5 – Progress Monitoring**

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

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

**Section 6: Academic Intervention Services (AIS)**

**(Required for All Schools)**

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Teacher created assessments, MOSL, Unit tests, NYS test	The RTI Team utilizes the following strategies: small group instruction and differentiated learning through formative assessments. Programs and assessments utilized include: Ready Gen, Scholastic Code X, Wordly Wise, Write Source and Running Records.	Small group instruction utilizing our RTI model. Tier 1: Takes place in the general education classroom. Teachers will provide supports through differentiation, data driven instruction and cooperative learning. Tier 2: Takes place in a small group. Students receive additional reading instruction through the support of an Academic Support Specialist. AIS will provide students with small group instruction, as well as additional support through the use of technology. Tier 3: Takes place outside of the general education classroom, usually on a 1 to 1 basis. Tier 3 provides frequent progress monitoring and specific tailored instruction.	RTI services are provided during the school day.
<b>Mathematics</b>	Teacher created assessments, MOSL, Unit tests, NYS test	The RTI Team utilizes the following strategies: small group instruction and differentiated	Small group instruction utilizing our RTI model. Tier 1: Takes place in the general	RTI services are provided during the school day.

		<p>learning through formative assessments. Programs and assessments utilized include: Go Math and CMP3.</p>	<p>education classroom. Teachers will provide supports through differentiation, data driven instruction and cooperative learning.</p> <p>Tier 2: Takes place in a small group. Students receive additional reading instruction through the support of an Academic Support Specialist. AIS will provide students with small group instruction, as well as additional support through the use of technology.</p> <p>Tier 3: Takes place outside of the general education classroom, usually on a 1 to 1 basis. Tier 3 provides frequent progress monitoring and specific tailored instruction.</p>	
<p><b>Science</b></p>	<p>Teacher created assessments, Unit tests</p>	<p>The RTI Team utilizes the following strategies: small group instruction and differentiated learning through formative assessments. The FOSS program and assessments are utilized.</p>	<p>Small group instruction utilizing our RTI model.</p> <p>Tier 1: Takes place in the general education classroom. Teachers will provide supports through differentiation, data driven instruction and cooperative learning.</p> <p>Tier 2: Takes place in a small group. Students receive additional reading instruction through the support of an Academic Support Specialist. AIS will provide students with small group instruction, as well as</p>	<p>RTI services are provided during the school day.</p>

			<p>additional support through the use of technology.</p> <p>Tier 3: Takes place outside of the general education classroom, usually on a 1 to 1 basis. Tier 3 provides frequent progress monitoring and specific tailored instruction.</p>	
<b>Social Studies</b>	Teacher created assessments, Unit tests	The RTI Team utilizes the following strategies: small group instruction and differentiated learning through formative assessments. Programs and assessments utilized include: Houghton Mifflin Harcourt (grades K – 5) and Holt McDougal for grade 8.	<p>Small group instruction utilizing our RTI model.</p> <p>Tier 1: Takes place in the general education classroom. Teachers will provide supports through differentiation, data driven instruction and cooperative learning.</p> <p>Tier 2: Takes place in a small group. Students receive additional reading instruction through the support of an Academic Support Specialist. AIS will provide students with small group instruction, as well as additional support through the use of technology.</p> <p>Tier 3: Takes place outside of the general education classroom, usually on a 1 to 1 basis. Tier 3 provides frequent progress monitoring and specific tailored instruction.</p>	RTI services are provided during the school day.
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Upon recommendations from teacher and administrators.	Our Guidance Counselor utilizes peer mediation and conflict resolution.	The Guidance Counselor utilizes small group and one-to-one support to meet the needs of our students.	Guidance is provided 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.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**Part 2: All Title I Schools**

**2a. Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>Our staff is comprised of highly qualified teachers whom are placed in their teaching positions based on the needs of our students and school community. Teachers are placed in teaching assignments to best fit the needs of our students. Professional development is provided to all teachers to equip them with the necessary skills and information to excel in their assignments.</p> <p>Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet NYS eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB.</p> <p>Prior to hiring a candidate, their credentials are verified to ensure that the candidate holds a valid NYS certification in that license area. The BEDS Survey is reviewed by the Principal and the HR Director who work with our school to ensure that every teacher's assignment aligns with their license area so that all teachers are reported as Highly Qualified on the BEDS Survey.</p> <p>Strategies and activities used to attract HQT to our school include:</p> <ul style="list-style-type: none"> <li>· Frequent communication with our HR Director when vacancies occur.</li> <li>· Central Office of Talent and Recruitment partners with colleges and the HR Director partners with Central for assistance and guidance for candidate referrals.</li> <li>· Participating in Central Hiring Fair events when pre-screened HQT candidates are interviewed and recruited.</li> <li>· Establishing a partnership with a local college to support the grooming of student teachers in our search of HQT candidates.</li> <li>· Interviewing HQT candidates from the Open Marker Hiring System and The Absent Teacher Reserve pool.</li> <li>· Establishing a rigorous interview protocol that includes intensive criteria for the selection of new staff members including demonstration lessons, interviews, and NYS certification/licensing.</li> </ul>

- Maintain a teacher resource center and professional library to promote promising and effective practices.
- Teachers will be provided with curriculum maps, instructional resources and professional learning opportunities.
- Individual PD plans are created for teachers to ensure continued improvement.

**2b. High Quality and Ongoing Professional Development**

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

A variety of Professional Development is available to teachers both in-house and off-site. Teachers set their personal PD goals for the year and are welcome to schedule PD sessions throughout the year to reach their goals. A calendar is displayed in the Principal’s office for all to monitor and collaborate. In-house PD is provided on an ongoing basis. Teams of teachers plan and collaborate on Common Core aligned curriculum throughout the year. Teachers and administrators collaborate to plan in-house PD sessions based on the needs of our teachers and staff. Trainers from curriculum companies are invited to our school for personalized training sessions.

Our Data Inquiry Team creates guiding questions and templates for teacher teams to utilize during their inquiry fork, which provides assistance towards enhancing learning experiences and reaching all students.

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

**3b. TA Coordination with the Regular Program**

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

**Part 4: SWP Schools Only**

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

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

Common planning periods are provided for Pre-Kindergarten and Kindergarten teachers to discuss student outcomes and curriculum alignment. Inquiry teams meet to review data and discuss instructional focus. Weekly PD is provided to align instruction and meet the growing needs of all students. Our Parent Coordinator plans workshops and activities to keep parents informed and involved. Pre-K teachers utilize the Early Screening Inventory –Revised (ESI-R) to target specific areas of instruction, which is documented with our Work Sampling System (WSS), which is shared with the Kindergarten teachers. Our speech and language teacher and our Pre-K Social Worker assist teachers regarding students who require early intervention services.

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

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

Our MOSL Committee and Lead Inquiry Team, which are comprised of both teachers and administrators, meet to discuss the use of formative and summative assessments across all curriculum areas. Our curriculum including Go Math, Ready Gen, Code X, and CMP 3 are utilized for both formative and summative assessments. Teacher teams meet to discuss the results and form small-leveled groups for further learning opportunities. Our Professional Development Committee meets on a regular basis to plan upcoming PD sessions based on the needs of both our staff and students. In particular, we are focusing on component 3C, engaging students in learning.

Our MOSL Committee and Lead Inquiry Team, which are comprised of both teachers and administrators, meet to discuss the use of formative and summative assessments across all curriculum areas. Our curriculum including Go Math, Ready Gen, Code X, and CMP 3 are utilized for both formative and summative assessments. Teacher teams meet to discuss the results and form small-leveled groups for further learning opportunities. Our Professional Development Committee meets on a regular basis to plan upcoming PD sessions based on the needs of both our staff and students. In particular, we are focusing on component 3C, engaging students in learning.

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

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	136,026.00	X	5B
Title II, Part A	Federal	117,553.00	X	6
Title III, Part A	Federal	11,200.00	X	5E
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,890,536.00	X	5B

#### <sup>1</sup>Explanation/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.

<sup>2</sup>The **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.

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**Parent Involvement Policy (PIP)**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school, PS 84Q, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. PS 84Q 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 1<sup>st</sup> 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)**

PS 84Q, 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 1<sup>st</sup> 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>PS 84, The Steinway School</u>	DBN: <u>30Q084</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below)	
<input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>35</u>
Grades to be served by this program (check all that apply):
<input 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 checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>3</u>
# of certified ESL/Bilingual teachers: <u>3</u>
# of content area teachers: <u>2</u>

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: PS 84, Q strives to have our ELL students succeed. We will provide an after-school Title III program for our all our ELL students grades K to 8, consisting of one class per grade band: K-1, 2-3, 3-4, and 5-8 for 90 minutes per session. The program will be after school from 2:30-4:00pm for 10 sessions, beginning February, 2015 until May, 2015 . This after-school Title III program will help students master the English language. Sessions will include the following: speaking, listening, reading, and writing activities which will also prepare students for the NYSESLAT. Included in this program is support for ELLs as they transition from elementary to middle school, as well as middle school into high school. During the school day, the Guidance Counselor and other staff members are available to assist ELLs transition from elementary to middle school, and from middle school into high school. All of our service providers are experienced and certified ESL teachers.

Program Description:

- On Mondays, ELLs in Grades K-1, will receive 45 minutes of Content Area: Social Studies instruction and 45 minutes of strategies for building Academic Language Development in Literacy from the ESL certified teacher.
- On Tuesdays, ELLs in Grades 2-3, will receive 45 minutes of Content Area: Social Studies instruction and 45 minutes of strategies for building Academic Language Development in Literacy from the ESL certified teacher.
- On Wednesdays, ELLs in Grades 5-8, will receive 45 minutes of Content Area: Social Studies instruction and 45 minutes of strategies for building Academic Language Development in Literacy from the ESL certified teacher.
- On Thursdays, ELLs in Grades 3-4, will receive 45 minutes of Content Area: Social Studies instruction and 45 minutes of strategies for building Academic Language Development in Literacy from the ESL certified teacher.

These ESL Certified and Content Area teachers have participated or will participate in the Professional Development listed below, which are aligned with Title III activities and goals.

-  
-  
-

## 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: Our staff is supported with ongoing professional development from our Network support specialist who visits our school on a regular basis. Additional ELL training for all staff (including non-ELL teachers) will be provided during our Monday PD block. Additionally, our ELL team will attend many of the professional developments which are offered online with an emphasis on instruction and methodology.

### Part D: Parental Engagement Activities

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

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

Begin description here: Parental Involvement is one of our School Wide Goals for 2014-2015 school year. Our Parent Coordinator reaches out to parents and explains school policy, educational programs, and expectations. Also our Parent Coordinator facilitates Parental Workshops which provide our parents with additional support ex: learning the English language, the CCLS learning standards etc. This year her workshops have included the following: CCLS, the NYS Assessments and Arts and Crafts.

Parents are invited to participate in PTA meetings/functions. Translation services are provided when needed and available. Our PTA President speaks fluent Spanish and provides translation when needed.

In addition, we have many partnerships which also welcome parent involvement. Urban Advantage supports learning of the students and their families in Science and Social Studies with a strong emphasis on experimental learning. Families attend museums, aquariums and cultural institutions. CASA: the Queens Museum provides an art program for our students and involves the parents to participate at an end of year program so students can share and present their work. Our students will also participate in the Tomorrow's Entrepreneurs Program from LEAP which enables students to create their own invention. Our students/parents will work with real inventors so that they can make an idea come to life.

Also, our ELL staff will be working jointly with our PTA to plan an international food festival as an end of year celebration.

-  
-

### 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"> <li>• Per session</li> <li>• Per diem</li> </ul>	<u>\$1,496.70</u>	<u>Title III After School/Saturday Program.</u> <u>Teacher Per Session - 1 Teacher @ \$49.89/hrX3hrs/wkX10 weeks = 30 hours. Total with Fringe=\$1,496.70</u>
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	<u>\$1,600.00</u>	<u>LEAP - Four (4) Parent/Student Workshops @400 per workshop. \$1,600.00</u>
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> </ul>	<u>\$8,103.30</u>	<u>Educational Supplies to Support Program-Trade Books/Paper/Classroom Materials = \$8,103.30</u>

**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.
<ul style="list-style-type: none"><li>• Additional curricula, instructional materials.</li><li>• Must be clearly listed.</li></ul>		
Educational Software (Object Code 199)	<u>\$0</u>	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	<b><u>\$11,200.00</u></b>	_____

**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 <b>30</b>	Borough <b>Queens</b>	School Number <b>084</b>
School Name <b>P.S. 84, Q The Steinway School</b>		

### 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 <b>John A. Buffa</b>	Assistant Principal <b>Dominic Armano</b>
Coach <b>type here</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>Aaron Eng-Achson</b>	School Counselor <b>type here</b>
Teacher/Subject Area <b>Margaret Nguyen, teacher</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Andrea Achilles</b>
Related-Service Provider <b>type here</b>	Borough Field Support Center Staff Member <b>type here</b>
Superintendent <b>Dr. Composto</b>	Other (Name and Title) <b>type here</b>

### 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	<b>3</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>2</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>0</b>
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	<b>0</b>	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]	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>368</b>	Total number of ELLs	<b>39</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> 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 checked="" 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 #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	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					
<b>All ELLs</b>	39	<b>Newcomers</b> (ELLs receiving service 0-3 years)	18	<b>ELL Students with Disabilities</b>	6
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	13	<b>Long-Term</b> (ELLs receiving service 7 or more years)	2

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		
<b>TBE</b>											0
<b>DL</b>											0
<b>ENL</b>	18	0	2	13	0	2	2	0	2		0
<b>Total</b>	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
<b>TOTAL</b>	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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* EP=English proficient student

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
<b>TOTAL</b>	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	6			1	3				1					0
Chinese	1													0
Russian														0
Bengali														0
Urdu														0
Arabic	4	2	3	4	3	2			1					0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian						1								0
Other	1	1		1		4								0
<b>TOTAL</b>	<b>0</b>													

## 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
<b>Entering</b> (Beginning)	2	1		1	2	3								0
<b>Emerging</b> (Low Intermediate)			2		1	1								0
<b>Transitioning</b> (High Intermediate)	2	1	1	1	1									0
<b>Expanding</b> (Advanced)	8	1		4	2	4			2					0
<b>Commanding</b> (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

#### FORMER ELLS BASED ON REVISED EXITING CRITERIA

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

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

#### FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

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

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

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
 The assessment tools that our school uses in order to assess the early literacy skills of our ELLs include NYC Performance Assessment, NYC Periodic Assessments, Performance Series, Thinkcentral Go Math Chapter Assessments, Beginning of the Year MOSLs and DYOs. We also utilize Fontas & Pinnell running records.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 The data patterns on the LAB-R and NYSESLAT reveal that 60% or 18 out of our 30 students have acquired Advanced Commanding Levels, 20% or 6 of our 30 students are in the Emerging/Transitioning Level, and also 20% or 6 of our 30 students are in the Entering Level.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
 Our school uses information about Annual Measurable Achievement Objectives by analyzing the data to plan for instruction to accelerate our ELL population. Within our school's curriculum instruction, ELLs are provided with a rich language instructional method that includes specialized content area differentiation supported by our intervention teachers and our ELL teacher. When in the classroom setting, classroom teachers align their curriculum based teaching method approach in a tailored manner that reaches all ELLs at a differentiated structured setting which includes and is not limited to instruction from the intervention teacher as well as the ELL teacher.  
  
 With the push in/pull out model, the ELL teacher provides ELL students with specific skill target instruction within the four NYSESLAT modalities: reading/writing, listening/speaking skills in order to strengthen decoding skills, comprehension and listening skills, and writing and speaking skills. Lessons are conducted within small group instruction that taps into the students' multiple intelligences. Within the push-in/pull-out ESL model, the ELL teacher implements self-created curricula that are aligned to the current programs used (Ready Gen, Code x, Go Math, Social Studies content studies, Science content and so on). The vocabulary content and curriculum mapping is strictly aligned to the school's Comprehensive Educational Plan and core curriculum standards. Within the

instruction, the ELL teacher uses approved internet media, story books, big books and books on tape that supplement the curriculum, reviews the curriculum content and blends in the required language of the lessons by including self created unit studies, assessments and art based creative projects that enable ELLs to express their language acquisition through their own richly imagined and carefully crated artifacts that are tastefully displayed on bulletin boards and within the classroom in order to promote the self appreciative feeling of success, recognition and respect for the ELLs' strives that will empower them and lead them to a strong and rich educational plateau of success during their current school year and within their future endeavors such as their high school years and their preparation for succesful college work.

4. For each program, answer the following:

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

Patterns across performance levels and grades indicate that students are making gains in ELA. Our school leadership team in collaboration with our ESL providers reviews the current ELL Periodic Assessment data to determine patterns within subgroups of our ELL population. Our SLT develops action plans to communicate clear and transparent steps to address all ELLs and to support their academic growth. Our lead inquiry team monitors and revises the action plans recommending any adjustments to the curriculum. Inquiry team members and ELL providers also use data from the periodic assessments to design and drive curriculum mapping activities. The perodic assessment data informs us of areas of strength, as well as, areas in need of futher development for ELL students. The inquiry team identified two components reading comprehension and writing that require additional attention.

Our students have demonstrated significant gains according to our Periodic Assessments results.

Native language is used in accordance with the needs of the ELL students when taking a Math or content area test.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5).

[Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.]

Our school uses data to guide instruction for ELLs within the Repsonse to Intervention (RtI) framework by utilizing 4 action steps for our school: Unversal screening; strong core instruction; intensive tailored instruction; and progress monitoring. Our ESL coordinator works closely with our RTI committee to analyze all data sources to identify students for RTI services. Our ELLs receive instructional interventions that utilize strategies that are research-based with ELLs. Our ESL coordinator is also trained in Reading Recovery strategies and uses the reaseach based strategies to guide and integrate into his instruction.

Progress monitoring data is used to make educational decisions about changes in goals, instruction, and/or services; as well as whether to consider a referral for special education services. When progress is monitored, the expected rate of an ELL's progress takes into account language development and background. The student's progress is then compared with levels demonstrated by peers from comparable cultural, linguistic, and experiential backgrounds who have received the same or comparable intervention.

When an ELL seems to be struggling, we ask the following questions to devise a plan for the student's improvement:

What is the instruction this child has already received, including in what language, and what were the results?

We ask this question about all levels of instruction (Tiers 1, 2, and 3).

How can we support the teacher with some new research-based ideas to deliver effective (core/Tier I) instruction?

How can we further adjust the Tier 2 and Tier 3 interventions to help the student overcome his/her difficulties?

How can we partner with the family to benefit teaching and learning?

Are there other factors we can influence, such as motivation?

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

Students are provided with native language books and native language tests. Example: Students are provided with math books in their predominnat native language and are given the option of participating in an native language standardized exam.

Witin ELL instruction sutdents are encouraged to scaffold their language skills by tapping into their prior first language knoweledge, such as writing within the native language. This enables the students to bridge the gap of their English language acquisition process and empowers them to strenghten their newly learned language skills in a way that does not constitute their first language skills as detrimental or negatively affecting their English language acquisition process.

7. For dual language programs, answer the following:

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

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).  
We evaluate the success of our programs for ELLs by reviewing several data sources including NYSESLAT , NYS ELA and NYS Math performance. We also look at the NYS Report card for our school to determine if students are making adequate yearly progress in all subgroups. We also consult with data contained in our School Environment Survey, and review observation reports of staff to evaluate the success for our ELL programs.

## 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.  
All parents/guardians are provided with the Home Language Identification Survey upon entering our school system. Once the student registering is identified as a potential ELL student by a trained pedagogue (language indicators on the Home Language Survey have been checked accordingly: questions 1-4 one checkmark, questions 5-8 2 checkmarks) an interview is conducted. Trained pedagogues provide the parents/guardians with an interview, and if needed, translation services are provided by our multilingual pedagogues with a vast array of languages spoken that include; Arabic, Chinese, Greek, Italian and Spanish. Our parent coordinator, who is also the translation and interpretation liaison also contacts the translation unit at the DOE when a family arrives that does not speak a language that the school translates.
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).  
Determining SIFE begins at the time of the completion of the Home Language Identification Survey. When the parent is asked to indicate prior schooling, using all the same steps as outlined to identify an ELL, a determination is made as to the responses the parent indicates. The indicators within the ELL identification Process identifies that a student has had an interruption or inconsistency in their formal schooling. First, we administer an oral interview questionnaire. The administration of the The Literacy Evaluation for Newcomer (LENS) is conducted for ELLs who are identified as potential SIFE students.
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).  
Our IEP team determines a student’s eligibility for special education services and the language in which special education programs and services are delivered. The procedures for conducting bilingual assessments of ELLs who currently have IEPs or may have IEPs are described in the Standard Operating Procedures Manual of the NYC Department of Education. Our IEP team is comprised of a bilingual psychologist, social worker, and family worker.
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.  
The entitlement letters are distributed immediately after reviewing the results of the NYSITELL assessment. Administration of the NYSITELL assessment is conducted within the first ten days after the student has enrolled at our school. Once the student(s) are determined to be in need of services the entitlement letters are sent home inviting the parents to an orientation session. The meeting is held by the ELL Coordinator , Parent Coordinator and the Administration in order for the parents to be clearly informed of all their program options.  
The online DOE informational video is presented in parent's preferred language and enables the parent to understand their educational options and rights for their child. Parents are encouraged to ask questions and are provided with clear answers in regards to the choices that are available for them in making a sound educational decision that will help their child succeed in their language acquisition process. The Parent Selection forms are distributed by the ELL coordinator in the native language of the parents. If needed, a translator is available to explain all selection choices. The forms are returned to the ELL Coordinator who stores them in a secure file cabinet. If not returned during the orientation meeting, the ELL Coordinator ensures that parents are contacted in order to reschedule a meeting that will ensure the return of all forms.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Parents are informed that they have the right to appeal ELL status within 45 days of enrollment through the entitlement and non-entitlement letter that is sent to them on a yearly basis. Our ESL coordinator also discusses the appeals process as part of the parental orientation session. Our parent coordinator also is aware of this policy and ensures that the parents are informed of the policy.

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.  
Once the student has been tested with the NYSITELL, and it has been determined that the student is entitled to receive services, the parents/guardians are notified by the Parent Entitlement letter. The letter invites the parents to attend an information orientation meeting about the program selection for ENL students. During the orientation session our Language Proficiency Team members present information and show the NYC Department of Education on line Video Orientation that highlights the three program choices to parents. This process takes place within the first 10 days after the student has been registered. When the parents attend the orientation they are shown the video in their preferred language as provided by the NYC Department of Education on line ELL Video Orientation series.  
A pedagogue that can translate is present during the meeting. If the language of the parent is not represented with our school pedagogues, the translation unit is notified so that a trained translator for the parent's preferred language can be present during the meeting.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.  
The entitlement letters are distributed right after the student(s) have been tested and the LAB-R has been reviewed and hand scored by the ELL Coordinator with records kept in order to determine the eligibility of a student's entitlement or non-entitlement. This is conducted within the first ten day after the student(s) enrollment in the school system. Once the student(s) are determined to be in need of services the entitlement letters are sent home inviting the parents to an orientation session. The meeting is held by the ELL Coordinator , Parent Coordinator and the Administration in order for the parents to be clearly informed of all their program options. The on line informative video is presented in each parent's language of choice and enables the parent to understand their educational options and rights for their child. Parents are encouraged to ask questions and are provided with clear answers in regards to the choices that are available for them in making a sound educational decision that will help their child succeed in their language acquisition process. The parent selection forms are distributed by the ELL coordinator in the native language of the parents. If needed, a translator is available to explain all selection choices. The forms are returned to the ELL Coordinator who stores them in a secure file cabinet. If not returned during the orientation meeting, the ELL Coordinator ensures that parents are contacted in order to reschedule a meeting that will ensure the return of all forms.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
Outreach to parents is made through emails, letters, and notices sent with students in English and home languages to ensure that parents understand the three program choices. If the program the parent selects is not available, they are given a list of schools who provide that program and are directed to the Office of School Enrollment.
9. Describe how your school ensures that placement parent notification letters are distributed.  
Placement Parent Notification letters are distributed in the beginning of the school year for entitled, nonentitled, continuing and noncontinuing students. The ELL coordinator receives parent signed letters for file keeping. Additional copies are distributed should the letters do not return to school.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
The process for collecting and storing Parent Survey and Program Selection forms is as follows: Duplicate copies of these forms are placed in student folders specific to the ELL Coordinator in addition to the student cumulative records. Also, the parent choices are computed into ATS via ELPC. Copies of each letter that pertains to a given student is compiled and maintained in a file box securely stored in the ELL Coordinator's Testing Closet.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
The ELL teacher/Coordinator ensures that all ELL students present during the NYSESLAT administration are grouped accordingly within the given grade testing bands and are administered all NYSESLAT sections: The ATS rler report from ATS is utilized in order to double check that all information on student data is accurate. Students are grouped accordingly and each test section is administered in a timely and organized fashion. Only one section of the test is administered during the school day for each corresponding testing grade band. Students that are absent are given a make up test during the make-up test dates.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

PS 84 must send Continued Entitlement Letters to parents of students who continue to be entitled to ELL services (based on NYSES LAT). Letter are sent to parents before the beginning of the school year but no later than September 15 of the school year in which the student continues to be entitled. Letters are sent in the preferred language of the parent.

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).

After reviewing the Parent Survey and Program Selection forms our findings are that 98% of our parents choose the free standing ESL model for instruction within our school. This is the only program offered at our school since our small ELL population dictates it. We currently have only 31 students with a vast array of languages represented. We do not have the numbers for a bilingual class, or a self-contained class therefore we engage our students in an academically rich ESL push in/pull out model that fosters a significant advantage: small group instruction that enables students and teachers to reinforce content based academic learning.

## 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.

In our school, we value the quality education that our ELLs receive on a daily basis and we have high performance expectations that are aligned to grade level standards. Our students use critical thinking techniques that are modeled by our highly qualified classroom teachers, ITR teacher, content area teachers and the ELL teacher.

Our population numbers dictate our program deliver. Since we are only funded for one ELL teacher, and the practice that we choose has to carefully service all ELLs towards their utmost high performance targets. Therefore, we utilize the Push-In-Pull Out model. Our administration has carefully organized the program models in a way that equalizes the services provided for all students in small instructional groups that are heterogeneously grouped within their progress levels.

Our Push-In model pertains to the service of our 7th graders during Math instruction. The ELL teacher pushes in the Math class twice a week and is able to deliver the Math content in supplement to the Math teacher's instruction, thus enabling the students to have a rich understanding of the content of the class. The ELL teacher provides students with vocabulary (Mathematical terms)

enhancement and explanations. Also, he helps them with the steps to their logical thinking that leads to a thorough understanding

of the Math concepts being taught.

Our Pull-Out model is utilized with mostly all the other grade spans, from grades K-8. Since we only have thirty ELL students our grouping models are heterogeneously mixed within the grade spans and homogeneously mixed within their proficiency levels.

We have our Entering and Emerging/Transitioning students from (K-4th grade) in one group, Expanding (5th-6th grade) students in another group, and our Commanding students (7th-8th grade) students in yet a different group. Our Emerging/Expanding and Entering students also get a second instructional period

within a group setting that stresses quality language acquisition by keeping our numbers low, in order for each student to receive the maximum attention they need in order to thrive during the instructional comprehension of the lessons. (Our smallest group

has two students while our largest group has seven students).

- b. TBE program. *If applicable.*

Paste response to questions here:

- c. DL program. *If applicable.*

Paste response to questions here:

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)?

Our Beginner and Intermediate students receive 360 minutes of ESL instruction per week and our Advanced students 180 minutes of ELL instruction per week as well as 180 minutes of ELA instruction per week.

NLA support is given to our students through materials in their native language such as native language dictionaries and content area workbooks, native language translation websites, and native language expression through writing (native language projects, picture to description work, and translation practices within the lesson that the ELL teacher utilizes in order for the student(s) to bridge the language acquisition gap.

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.

The content areas are delivered in collaboration and careful planning of all classroom teachers with the ESL teacher with emphasis

given to Phonics instruction, reading comprehension and decoding, Social Studies content, Science and Math content.

The ELL teacher creates the original assessment and study guides for all students in order to bridge the learning gaps due to the new language acquisition process. The Ready Gen word content is blended in within all instructional lessons and the ELL teacher incorporates the Common Core Standards vocabulary and critical thinking strategies techniques within all lessons.

Since a lot of students are auditory and/or visual learners, song instruction is incorporated within many ESL lessons.

Realia are used during vocabulary noun enrichment, visual images through technology and interactive internet programs on the SMARTboard enable students to be active participants within all ESL lessons.

The ELL teacher aligns all ESL lessons with the Common Core Learning Standards. The pacing calendar is utilized within all lesson planning and a strong communication practice is essentialized with all classroom teachers in order to facilitate congruent teaching goals that enable the students to achieve their learning goals.

The ELL teacher also incorporates Native language(s) usage during the deliverance of an ESL lesson.

Newcomers and Intermediate students, are brought back on track by the re-stating of the lesson content in the student's native language.

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

Students are given the opportunity to take the standardized math exam, science exam and social studies exam in their native language. A translator is present if the student needs additional help during the exam time.

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

ELL students are assessed with the LAB-R, the ELL Periodic Assessments as well as the NYSESLAT.

They also participate in all the standardized exams that take place throughout the year, such as Acuity, IPA schoolnet, DYO's and Performance Based Periodic Assessments.

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

a. SIFE

b. Newcomer

c. Developing

d. Long Term

e. Former ELLs up to two years after exiting ELL status

Our instructional plan for SIFE students includes utilizing hands-on activities, such as project making, letter to sound recognition with alphabet cards, vocabulary cards with pictures and meanings printed front to back, students working in pairs, utilization of technology with appropriate programs, individualized instruction with the ESL teacher and classroom teacher, as well as beginner

level reading and writing activities. The ESL minute instruction for our SIFE students is 360 minutes.

Our newcomers also receive the 360 minute instruction requirement within the ESL model. We utilize Ready-Gen, Go-Math, our phonics program as well incorporate these instructional experiences with interactive websites and Smartboard lesson instruction while students utilize their notebooks during an activity to enhance their writing skills.

Our students that are here for 4-6 years receive the 180 or 360 minute mandate per week in agreement with their NYSESLAT level. The Ready-Gen, Go Math and Phonics programs are also followed in collaboration with the classroom teachers

planning and in alignment with all RL Common Core Standards.

Our long term ELLs also participate in our ESL program accordingly within their minute mandates and are provided with extra

support on test taking techniques, adequate explanation of the Code X literature program that includes step by step guidance through many required writing processes and vocabulary enrichment through the use of websites and technology. Also, the Social Studies and Science content area lessons are incorporated within the ESL instruction. Our former ELLs are also given the extra support within the classroom setting and are provided with reading and writing workshops as well as content area support within all subject areas as well as vocabulary enrichment through the classroom instruction and the utilization of technology.

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

The Identification Process is administered a second time. The Re-Identification Process may be utilized for students who have a home language other than English and are ELLs and non-ELLs. Our school initiates a review of the ELL status determination upon receipt of a written request from any of the following: a student's parent/guardian, teacher (if the teacher's request includes written consent from the parent or guardian. This process must be completed within 10 school calendar days of receipt of written notice; however the CSE must be consulted, the process must be completed within 20 school calendar days.

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

Our school prides itself in the flexibility in its programming through uses curricular, instructional, and instructional, and scheduling flexibility.

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

Our plan for student identified with special needs:

- Our ELL students with special needs are serviced according to their IEP mandates.
- ELL-SWDs receive AIS services from licensed reading and math teachers.
- A hands-on program is utilized and technology is incorporated within the lessons.
- Interactive activities online are utilized.
- Small group differentiated instruction is implemented at all times during the lessons.

Chart

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

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

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

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



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

Chart

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

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 Dually Certified Teacher</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.

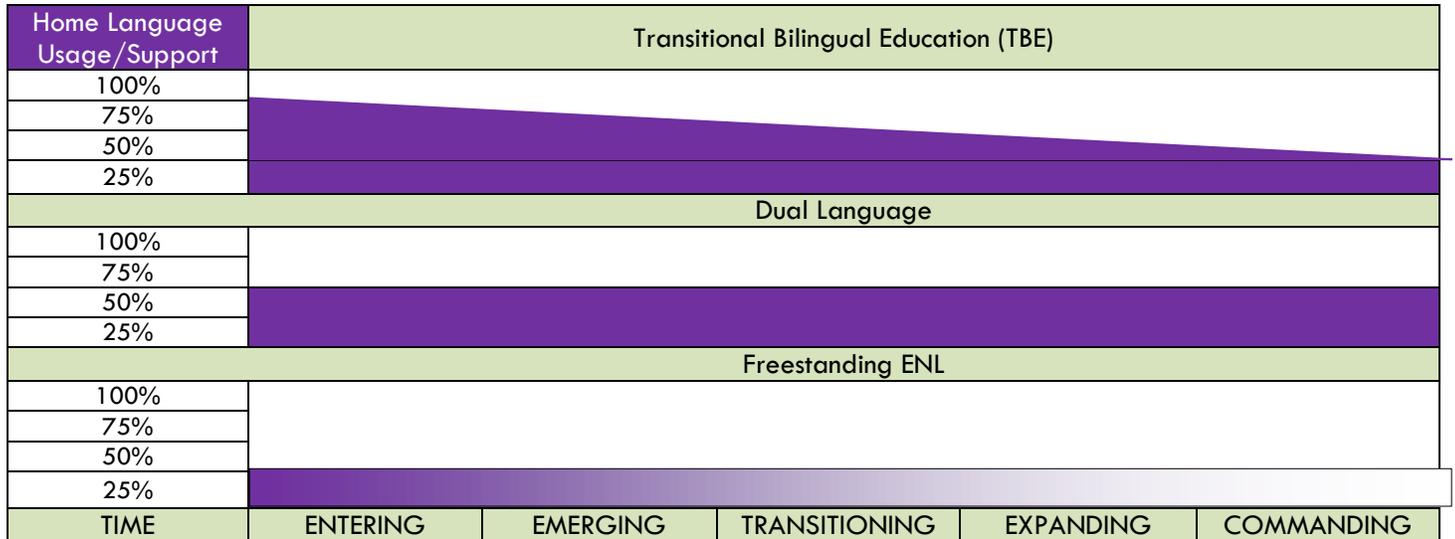


\*Note “other approved services” does not apply to New York City at this time.

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. Inquiry Teams identify areas of need for the ELL students. Classroom and ELL teachers implement RtI services, as well as ELL for the students. Close monitoring of student progress is made through data inquiry of benchmark assessments and classroom assessments.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

With our small ELL student population, our program allows for small grouping in our pull-out/push in. We provide ourselves in delivering instruction in very small group settings, ranging from 2 to no more than 15 students per instructional group. This is a productive and successful program for student growth and learning.
12. What new programs or improvements will be considered for the upcoming school year?

Under the Common Core Curriculum, we are incorporating the deconstruct/reconstruct mapping techniques. We have classroom library non-fiction sets that will be incorporated within the ELA and Social Studies content areas. As a Common Core Learning Lab site, we will also strategically align units of study and curriculum with Common Core Learning Standards.
13. What programs/services for ELLs will be discontinued and why?

We do not plan to discontinue any of our programs/services since we have had a great amount of success in all of our previous school years. Our students have thrived continuously.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

All of our ELLs are included and invited to participate in all of our school programs, including test prep classes for grades 3-8, our Title III programs, CHAMPS, CASA: Queens Museum program, to name a few.
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.

The instructional materials that we use to support our ELLs include the nonfiction Social Studies Core Curriculum with guidance from our CFN Instructional Support Specialist, the NYSESLAT test prep program, Ready Gen curriculum, fictional and nonfictional Big Books, digital stories, and SmartBoard technology lessons.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Native language support is delivered within ENL instruction by providing translation dictionaries and websites students can use as resources. Newcomers are encouraged to express themselves in their native language when writing or communicating with peers. We also look for collaboration with Community Based Organizations for additional resources.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

We carefully place our students in groups of grade bands that are age appropriate and level based and support instruction within the ESL push/in pull out model as well as within the classroom setting.
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).

We keep our newly enrolled students engaged in various activities and we support our parents in many ways. We have partnerships with many community based organizations such as: Urban Advantage that supports learning for students and their families in Science and Social Studies by enabling them to participate in experiential learning. In this way, families can attend museums, aquariums and many more cultural institutions. Throughout the year, we provide on-line workshops that are presented by our assistant principal our parent coordinator, the NY Horticultural Society and the N.Y. Cares Restoration Project.
19. What language electives are offered to ELLs?

This year we do not offer any language electives. Our ELLs are offered 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)?

Paste response to question here:

## 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.)  
Our staff was provided with the following six professional development sessions for the school year 2015-2016:

September 2015: PowerPoint Presentation on the NYSESLAT and the LAB-R: Analyzing and Interpreting Assessment Data  
November 2015: Continuous Support of Current ELLs and ELLs That Have Recently Tested Out: Techniques to Use and Grow On Within the Monolingual Classroom  
January 2015: Strategies and Materials for NYSESLAT Preparation for all ELL  
March 2015: ELL Methodology within the Classroom- What Works and How  
May 2015: NYSESLAT Dates and Test Administration Information  
June 2015: How to Keep the ELL Learner Challenged and Focused Within the Monolingual Classroom

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?  
Teachers are provided with a multitude of professional learning opportunities which include the following: New Teacher Support Institute for Teachers of ELLs, Helping Our ENLs Intergrate Into Our Schools, Understanding the ENL classroom, Academic Research Rounds, Nut and Bolts of ELL Topics and Regulations and Classroom Interventions. ELL teachers also collaborate with classroom teachers to share best practices in ELL classrooms. Teachers engage in inquiry work throughout the school year, working in teacher teams to dissect data and create and monitor student goals.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
As our students transition from elementary to middle school, our staff was supported with ongoing professional development and with our ELL support specialist. Teachers also use \_\_\_\_\_ for ELL Best Practices as a resource. The Parent Coordinator and guidance counselor provide workshops on middle school transition for ELLs, and the High School application and selection processes.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

The minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P. were provided within our monthly grade and faculty conferences conducted by the assistant principal, as well as other corresponding professional development offered by our network and by OELL. Teachers are encouraged to register for PD on a regular basis with an emphasis on ELL instruction and methodology.

Professional Development sessions for the school year 2015-2016:

October 2015: Transitioning former ELLs and Providing Support  
November 2015: Part 1: From Theory to Practice: English Language Learners and the Common Core Learning Standards  
December 2015: Part 2: From Theory to Practice: English Language Learners and the Common Core Learning Standards  
January 2015: Technology: SmartBoard Lessons for ELLs  
February 2015: ELL Support/Strategies: Preparation for NYS ELA and Math  
March 2015: ELL Identification, Registration Procedures and the Parent Interview  
April 2015: Strategies and Materials for NYSESLAT 2016  
May 2015: NYSESLAT Dates and Test Administration Information

Additionally, our school has adopted a school wide goal of increasing differentiated instruction for ELLs, but also teachers are encouraged to use proven ELL strategies and methodologies for all students in all content areas. Monthly grade level conferences provide additional ELL support strategies through differentiating instruction and school goals, ie technology, the arts, Social Studies, and the Common Core Learning Standards. Attendance by all staff members is logged and maintained by the assistant principal.

### 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?

ELL teachers meet with the parents during the Parent Outreach on Tuesdays. Teachers also utilize preparation periods to discuss student progress, areas of further growth in person or by phone conference. Teachers discuss assessments, review strategies that are implemented at school that can also be implemented at home, and collaboratively monitor and revise the individual students' goals. Parents and teachers also meet during RtI and IEP meetings to discuss student progress.

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

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. (Response for the above Question 2: Teachers log parent interactions; through Datacation, teachers and parents interact to discuss student progress and goals. Datacation allows parents to view student assessment results, which is linked to our STARS program. )

Response for Question 3: Parental Involvement is always our goal. Parents are assisted in accessing Datacation to monitor their children's progress. In addition, the Parent Coordinator reaches out to parents to explain school policy, educational programs, and expectation, and provide parents with support. The Parent Coordinator facilitates Parental Workshops of interest to all parents, based on a needs- and-interest survey, as well as conversations with parents. This year workshops include, but are not limited to: Reading, Writing, and Math. Classes are provided for parents such as computer classes, and English as a Second Language for Adult.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? We have partnerships with the following Community Based Organizations. Urban Advantage supports learning of students and their families in Science and Social Studies with a strong emphasis on experiential learning. Families attend museums, aquariums and cultural institutes. CASA: the Queens Museum provides an art program for our students and involves the parents to participate at the end of the program so students can share or present their work.
5. How do you evaluate the needs of the parents? Parents are invited to participate in PTA meetings and functions. Translation services are provided when needed and available. Our PTA President speaks fluent Spanish, as well as other staff members, and provides translations when needed.
6. How do your parental involvement activities address the needs of the parents? The ELL Coordinator is planning a culminating celebration of the students' year-long accomplishments where parents are invited to appreciate their child's growth demonstrated through projects and classwork.

### D. Additional Information

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

Paste response here:

**School Name: PS 84Q The Steinway School**

**School DBN: 30Q084**

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)
John Buffa	Principal		10/9/15
Dominic Armano	Assistant Principal		10/9/15
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
Margaret Nguyen	Teacher/Subject Area		10/9/15
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	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: **30Q084** School Name: **PS 84Q The Steinway School**  
Superintendent: **Dr. P**

### 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](http://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

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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.

We begin to collect and analyze our data during student registration. With the help of our trained pedagogues, ELL coordinator, and our Parent Coordinator, along with any necessary translator, parents are interviewed and assisted with completing the HLIS, which indicates which language they prefer to receive school notices. This information is inputted into the students' bio history on ATS, as well as Emergency Record Cards. Our Parent Coordinator and teachers are notified of these students and their home languages. Language preferences are not limited to just ELL students. Notices are sent home to these students in English and their preferred languages. Throughout the school year, we are pro-active with informing parents about the translation services during our scheduled parent orientation meetings.

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.

Languages include: Spanish, Arabic, Greek, Bengali, Urdu, Greek, and Tibetan.

## Part B: Creating a Communications Calendar

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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.)

The documents our school typically disseminates every year that require translation include the following: Opening Letter to Families (Welcome Letter), Behavioral Standards, Discipline Code/Guidance Intervention Booklet, Lunch Forms, Parent Coordinator Welcome Letters, Letters from Central, District and School Parent Involvement Plan, Letters from Parent Coordinator (announcing workshops and parental activity), and PTA notifications.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

During our Parent Teacher Conference Meetings, our PTA meetings, and other important meetings, such as the School Leadership Team meetings, we request the presence of oral translators from the DOE Translation Unit. Also, our diverse staff allows for in house translation. We have staff members who speak Spanish, Italian, Arabic, Urdu, Chinese, and Vietnamese. Staff members are always willing to help with translating for any and all parent-teacher interactions, including formal and informal. In addition, a survey is given out to the classrooms prior to our school meetings and the parents' requests are studied and followed through.

## Part C: Providing Language Assistance Services

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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.

Our school meets identified translation needs indicated in Part B through collaborations with our bilingual staff, translated documents from the DOE website, and interactions with our Parent Coordinator and our parents; reminders and informational materials are sent to the Translation and Interpretation Unit in advance to ensure timeliness. PTA newsletters remind about parent available translation services.

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

Our school meets the identified interpretation needs indicated in Part B through various approaches. Staff members, including our paraprofessionals, are available for translating. When necessary, over-the-phone interpreters are used.

## **Part D: Training Staff on Policies and Procedures**

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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.)

All staff members are notified of the available resources for translation services during faculty meetings and staff development. During Opening Conferences, staff members are oriented to the resources provided by the DOE and the importance of providing translation to our parents. Staff members are also informed that over-the-phone interpretation is available through our Principal Memos. Our Parent Coordinator serves as our Language Access Coordinator and provides all staff members with workshops, regarding strategies to employ when meeting with families who require translation.

## **Part E: Providing Notice of Language Assistance Services**

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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

In order to fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services, we primarily rely on the services of the Department of Education's Translation Unit. When the need is immediate, we recruit the language expertise of several of our staff members who are readily available to translate and/or provide written translation for our parents. We also prominently display the DOE poster in multiple languages at the entrance of our school and in the main office which indicates the parents' rights regarding translation and interpretation services in the appropriate covered languages and instruction language services.

The Parent Handbook is available at all times for all parents. Title I parent involvement meetings are held by the Guidance Counselor in conjunction with the Parent Coordinator and copies of the Parents' Bill of Rights and Safety Plan Procedures are available during the meetings and can be found on the Parent Welcoming Bulletin Board.

## **Part F: Monitoring and Quality Control**

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

Our intimate school size allows for close and frequent interaction with our parents. Our school coordinator holds many parent workshops and meetings which creates close parent relationships. Also, parents are aware of the available bilingual staff.

We consider feedback from parents in regards to our interpretation needs and we have a "Parent Compact", a written agreement which is also translated in Spanish. This compact indicates responsibilities in improving and maintaining partnerships, providing parents with their rights on being informed and appropriately aided through the departmentalized translation and interpretation unit.

Feedback from our parents is always welcomed and we plan accordingly for our future parent meetings in order to facilitate all language needs.