

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):	24Q093
School Name:	I.S. 093 RIDGEWOOD
Principal:	EDWARD SANTOS

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Ridgewood I.S. 93 School Number (DBN): 24Q093
Grades Served: 6, 7, and 8
School Address: 66-56 Forest Avenue, Ridgewood, NY 11385
Phone Number: 718-821-4882 Fax: _____
School Contact Person: _____ Email Address: _____
Principal: Edward A. Santos
UFT Chapter Leader: Subrina Cek
Parents' Association President: _____
SLT Chairperson: Maria Trapasso
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

District: 24 Superintendent: Madelene Chan
Superintendent's Office Address: _____
Superintendent's Email Address: Mchan2@schools.nyc.gov
Phone Number: _____ Fax: _____

Borough Field Support Center (BFSC)

BFSC: _____ Director: _____
Director's Office Address: _____
Director's Email Address: _____
Phone Number: _____ Fax: _____

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Edward A. Santos	*Principal or Designee	
Subrina Cek	*UFT Chapter Leader or Designee	
Tammy Kruihoff	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Monica Sanchez	GRYC Beacon	
Maria Trapasso	Member/Teacher	
Crystal Delaurenzo	Member/Teacher	
Susan Zampino	Member/Teacher	
Idiney Parrilla	Member/Parent	
Fabiola Rodriguez	Member/Parent	
Santa Briguglio	Member/Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Christine Viana	Member/Parent	
	Member/	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

Being revised and edited

24Q093 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	06,07,08	Total Enrollment	1184	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	20	# SETSS	11	# Integrated Collaborative Teaching
				40
Types and Number of Special Classes (2014-15)				
# Visual Arts	12	# Music	18	# Drama
				12
# Foreign Language	38	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	77.0%	% Attendance Rate		93.9%
% Free Lunch	78.4%	% Reduced Lunch		7.4%
% Limited English Proficient	14.3%	% Students with Disabilities		17.0%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		1.8%
% Hispanic or Latino	70.8%	% Asian or Native Hawaiian/Pacific Islander		8.6%
% White	18.9%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	7.23	# of Assistant Principals (2014-15)		4
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		4
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)		7.95
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	22.6%	Mathematics Performance at levels 3 & 4		31.7%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		56.2%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		94.5%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		YES
Students with Disabilities	YES	Limited English Proficient		YES
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.

An analysis of grade-wide data shows that students have improved overall in all areas of argument and informational writing. However, data still needs to be disaggregated to determine trends in the writing performance among subgroups.

Our recent QR did indicate that student self and peer assessment is an area to focus on as a means to help students improve in writing.

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, students will use rubrics and checklists as self and peer assessment tools to improve their argument and informational writing, as measured by changes from their benchmark writing to their culminating unit writing pieces.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Research-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).
- Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.

Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Under revision		

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.											
Under review											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
TBD											
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

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

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

Part 1 – Needs Assessment

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

Our ATS database indicates that an average of fifty students or 4% of our register are late each day. Among these students, about ten of them are chronically late.

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 reduce the average number of days late by 50% among students who are excessively late to school, as measured by ATS reports such as RISA.

Part 3 – Action Plan

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

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.											
Under review											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.										
TBD										
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.										

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

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

Part 1 – Needs Assessment

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

Last year, teacher teams did not consistently focus on student outcomes and apply research-based strategies or techniques. Teacher team cycles were interrupted by other tasks (i.e., MOSL grading).

Part 2 – Annual Goal

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

By June 2016, all department teacher teams will meet regularly to study and implement three research-based strategies or techniques to improve student outcomes in content areas identified through a team analysis of summative and formative assessment results.

Part 3 – Action Plan

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

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.											
Being revised											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.										
TBD										
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.										

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

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

Part 1 – Needs Assessment

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

Part 2 – Annual Goal

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

Part 3 – Action Plan

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

Part 4 – Budget and Resource Alignment

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

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

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

Part 5 – Progress Monitoring

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

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

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

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

Part 1 – Needs Assessment

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

Part 2 – Annual Goal

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

Part 3 – Action Plan

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

Part 4 – Budget and Resource Alignment

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

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

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

Part 5 – Progress Monitoring

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

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)				
Mathematics				
Science				
Social Studies				
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)				

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

2b. High Quality and Ongoing Professional Development

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	560,866.00		
Title II, Part A	Federal	0		
Title III, Part A	Federal	21,640.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	6,495,989.00		

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

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

School-Parent Compact (SPC) Template

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

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

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

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

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: <u>I.S. 93</u>	DBN: <u>24Q093</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 checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>180</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>5</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: _

Based on the NYSESLAT, state ELA and mathematics examinations, interim results and on-going classroom assessments, our ELLs require supplemental academic support in the following areas: literacy development, academic language, oral reading proficiency and content instruction.

All ELLs are invited to attend a supplemental program and choose from the following:

1. Before school each Wednesday and Thursday from 7:00 a.m. until 8:00 a.m.
2. After school from 2:25 p.m. to 3:25 p.m. on Wednesday and Thursday

The program begins the first week of October and ends in April.

To the extent possible, students are grouped by sub-group (e.g., SIFE, LTE, and ELLs with special needs)

All classes are taught in English with native language support via bilingual dictionaries and native language libraries. All students in the program use technology i.e., ipads and laptops. Ipad use includes various applications: voice recording, speech to text, text to speech, spelling, reading and visual representations. Additional materials used to support English Language Learners are: Rosetta Stone, Duolingo, Achieve3000, Brain Pop ESL, native language libraries, dictionaries in multiple languages, Empire State NYSESLAT test preparation books, Milestones textbook, audiobooks and leveled instructional texts for social studies and science.

During the school day ESL service providers push-in or independently instruct a total of eight periods per week for beginner and intermediate ELLs and four periods per week for advanced ELLs. In addition, some ESL classes receive push-in services above the mandated units of service.

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: _____ With a large population of ELLs, we feel the need to support our teachers with on-going training. Our in-house ESL coordinator attends outside training and turn keys the information following each workshop. All teachers of the Title III program attend. In addition, all teachers in the school who teach ELLs or former ELLs are invited to attend these workshops. All professional development opportunities from the Office of English Language Learners are shared via email. Teachers volunteer to sign up for various opportunities. Common planning during the school day has been put into each teacher's program to ensure the sharing of best practices and to plan collaboratively and to analyze student work to determine reading and writing interventions for ELLs. Teachers of ELLs participate in two book studies each year.

This year's PD plan for 2014-2015 is as follows:

September: data analysis (NYSESLAT and baselines)

October: Newcomer Orientations/ Sife Identification

November: Close Reading

December: Text exemplars and SIFE/LTE modifications

January: Book Study - Teaching Vocabulary to ELLs - Graves and August

Part C: Professional Development

February: [Best Practices - Achieve 3000](#)

March: [Scaffolding for Beginner ELLs](#)

April: [Academic Vocabulary in the ELL classroom](#)

May: [Book Study - Teaching Reading in Social Studies, Science, and Math - Practical Ways to Weave Comprehension Strategies Into Yourm Content Area Teaching - Laura Robb](#)

June: [Analysis of Growth](#)

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: [_____ With 180 current ELLs and 600+ former ELLs, communicating with families is a challenge. However, we believe that parents should play an active role in their child's education regardless of their language barrier. Use of the NYC DOE Translation Unit has been essential to maintaining contact with parents of varied languages. Below is a list of activities that I.S. 93 offers to ensure greater parent engagement in our school community:](#)

[The Parent Coordinator, Mildred Reyes, conducts monthly meetings and/or workshops, providing translation when needed. Notice of meetings are sent via a monthly newsletter as well as posted on our school's website.](#)

[ESL and computer classes are offered to parents at various times throughout the year.](#)

[A "Parent Library" is available for parents \(via our Parent Coordinator\). Computers are also available for use in our school's library.](#)

[Targeted audience workshops for parents of students with disabilities and ELLs regarding the Common Core State Standards and Pupil Path are offered \(organized through our Parent Coordinator\) throughout the year.](#)

[Translation equipment has been purchased for meetings and translators are contracted as needed through Legal Interpretation Services. This service is on-going \(available during all PTA meetings, Parent Orientation Night and Parent-Teacher conferences\).](#)

[ARIS and Pupil Path training is also provided on a one-to-one level when requested \(also through our Parent Coordinator\).](#)

[Monthly PTA meetings encourage parent participation in school events \(i.e. fund raising, chaperoning school dances, class trips, etc.\).](#)

[Our Beacon Program provides support for out ELLs every day after school and on Saturdays through workshops and fieldtrips. Parents are invited to participate.](#)

[We also have a partnership with the Queens Public Library which is located right across the street from our school. The library offers our students tutoring and homework help every day from 3:00 - 6:00 p.m. Parents are encouraged to accompany their children.](#)

[Parent Needs are determined by: Surveys, personal requests, meetings and through email. Our parent coordinator responds immediately via email and/or sets up necessary meetings \(with translation\) when requested. Surveys are analyzed by the SLT and school's Academic Leadership Team. Changes are made based on survey outcomes.](#)

[Many activities are directed to meet the needs of the parents. For example, English and computer classes are offered to assist parents in learning English in order to overcome language barriers and to help parents communicate better with our school community. Computer classes enable parents to stay connected with their child's progress through ARIS and Pupil Path. As well, our parents can peruse our school's website for information. Workshops like gang awareness keep them informed of the colors and](#)

Part D: Parental Engagement Activities

what to look for. PTA meetings include presentations from health clinics to inform parents of available health insurance regardless of their immigrant status.

High school workshops (given by our school guidance counselors) assist families in choosing the best High School. Depending on the needs they are oriented on a one to one basis (with translation when requested).

We also maintain parent communication through the following (with translation):

- I.S. 93 website and Pupil Path
- Backpack notices and emails
- Monthly parent newsletter
- Parent Coordinator bulletin board
- High School Application Orientation
- Telephone Message System

Lastly, with the new UFT contract, teachers are provided 40 minutes to conduct the following: meetings with parents, telephone conferences and or drafting correspondence to parents.

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

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

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

District 24	Borough Queens	School Number 093
School Name I.S. 93 Ridgewood		

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 Edward Santos	Assistant Principal Catherine Fratangelo
Coach Paula Oliveri	Coach type here
ENL (English as a New Language)/Bilingual Teacher Dominika McPartland	School Counselor Debby Hartz
Teacher/Subject Area Lauren Pizzolla	Parent type here
Teacher/Subject Area Richard Cardino	Parent Coordinator Mildred Reyes
Related-Service Provider Rachel Gutlove	Borough Field Support Center Staff Member Giuvella Leisengang
Superintendent Madelene Taub-Chan	Other (Name and Title) type here

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	9	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area/common branch and TESOL certification	6
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]		Number of teachers who hold both a bilingual extension and TESOL certification	
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program		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]		Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (excluding pre-K)	1150	Total number of ELLs	177	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	6 <input checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s):
Freestanding ENL	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
All ELLs		Newcomers (ELLs receiving service 0-3 years)		ELL Students with Disabilities
SIFE		Developing ELLs (ELLs receiving service 4-6 years)		Long-Term (ELLs receiving service 7 or more years)

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	100	16	4	68	0	29	9	0	5	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____

Number of students who speak three or more languages: _____

Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							57	49	20					0
Chinese							4	1	2					0
Russian														0
Bengali														0
Urdu														0
Arabic							11	9	8					0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish								1	1					0
Albanian														0
Other							6	6	2					0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)							22	25	16					0
Emerging (Low Intermediate)							6	10	6					0
Transitioning (High Intermediate)							4	7	4					0
Expanding (Advanced)							19	37	12					0
Commanding (Proficient)							32	25	30					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

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							19	19	26					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	56	7			0
7	41	2			0
8	26	2			0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6	47		18		1				0
7	41		2						0
8	28		6		3				0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8	22		32		11		0		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.
 I.S 93 uses various assessments to assess literacy skills of our ELLs. ELLs in ICT and self-contained Special Education settings are assessed with Fountas and Pinnell. Long Term ELLs are assessed with QRI-4 and newcomers with a baseline and the diagnostic exam. Fountas and Pinnell allows us to see if a student struggles with decoding, comprehension or both. All ELL students are reading below grade level, approximately at a 4th grade reading level. Our SPELLs struggle more with decoding than comprehension and their reading levels range from pre-K to 6th grade level. QRI-4 is used to determine reading levels of our Advanced and Intermediate ELLs. All of our ELLs assessed by QRI4 have scored between third and 7th grade (the majority on 3rd, 4th and 5th grade level). The results range from pre-leveled to 3rd grade. Our beginner ELL students are usually at the 2nd or 3rd grade reading levels in Spanish. The NYSITELL and Spanish LAB are also given to our newcomers. It provides us with initial data regarding early literacy skills in reading, writing, and listening in English and Spanish, respectively. We place students in classes based on these results. The LENS assesses literacy and mathematics for our newcomer SIFE students. We use these results to determine the grade level of our SIFE newcomers. We often find that SIFE students are pre-literate in their native language. Teachers use this data to differentiate instruction, to plan intervention for small groups and individual students .
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Data patterns across the new performance levels of the NYSITELL and The NYSESLAT reveal that most of our students score either on the Entering or Emerging level or on an Expanding level. There are very few students who are Transitioning (6). On each grade level most of our students struggled with the writing and the speaking sections of the NYSESLAT. We believe it was due to the lack of preparation time to get accustomed with the new format of the NYSESLAT. The writing component contained a new narrative piece, which we are working into our ELL curriculum now. The speaking component was much more content-based and required the use of specific academic vocabulary, which is being worked into the ELL content curriculum.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 The ENL department analyzes AMAOs at the beginning of the school year to determine grouping and interventions needed based on students most at risk areas. This year we were not able to access AMAO1, but we were able to see the risk level of our students.

The majority of our students are placed on a 2,3 risk level. AMAO2 has been met for the past 4 years, and we are also predicted to meet it for the next 5 years.

Teachers use NYSESLAT modality patterns from AMAO1 to guide the analysis and differentiate instruction. This year we noticed that many students have difficulty with the listening section of the NYSESLAT and need explicit instruction as well as extensive practice to develop their speaking and listening proficiency. Therefore, read aloud and shared reading experiences are a part of daily instruction. Students need to be encouraged and expected to engage in accountable discussions about content specific vocabulary to develop oral fluency. Students are given chances regularly to listen to books on tape/iPad and respond to them orally and practice listening with focus. With changes to the listening portion of the NYSESLAT that include listening comprehension of academic lectures, we also include academic language listening practice into all content area classes. Students who perform lower on the Reading and Writing portion of the NYSESLAT are given explicit instructional experiences that develop comprehension, fluency, phonic skills, and word recognition/vocabulary, as well as Common Core Standards based instruction on close reading and essay writing. Classroom libraries are offered in a wide range of independent reading selections in a variety of genres and languages from reading levels ranging from emergent readers to fluent readers (based on Fountas and Pinnel A to Z leveling system). Students read independently every day. Students engage in guided reading, close reading and writing groups based on his or her reading and writing needs. Teachers need a wide collection of instructional texts and technology for whole class, small group, and individual instruction that develops reading fluency using indicators such as expression, phrasing, rate and accuracy. Although AMAOs can identify the students' most evident weakness, we have tried to incorporate each modality into every lesson in order to mirror the NYSESLAT's integration of modalities format.

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?

a. The patterns that we have noticed is that ELLs generally perform poorly when compared to their monolingual peers on the ELA state assessment. The majority of our students score at a level 1 on the ELA state assessments. Only 7 students on the 6th grade level scored level 2 on the ELA test. Only 2 students in both the 7th and 8th grade scored at the level 2 on ELA test. We did not have any ELLs score a 3 or 4.

As for the math, ELLs generally perform better when compared to the ELA state assessment. In the 6th grade, we have 18 level 2s and 1 level 3. In the 7th grade, we have 2 level 2s and 0 level 3s. In the 8th grade, we have 6 level 2s and 3 level 3s. Our ELLs have struggled in the past but this year many more are scoring at performance level 1 in ELA we believe that this is in part due to lifting the scale score bar by the city. Unfortunately, few of our ELLs meet or exceed standards on standardized tests taken in English.

b. The ELL Periodic Assessment guides instruction for teacher training and guides teachers in making instructional decisions. The data is analyzed by the ESL Department at professional development and departmental team meetings and is used to appropriately group students, as well as to provide targeted assistance. The school's Instructional Leadership Team also analyzes the data to make decisions based on greatest needs first. The ELL periodic is a consistent assessment that shows growth and predicts NYSESLAT scores by accurately providing teachers with scores based on modality-based longitudinal data that drives instruction and class placement. The cooperating ELL teachers share periodic results with the content teachers who also use it to drive instructional goals.

c. In-house Periodic Assessments (End of Unit Assessment) used by the ELA department are not extremely useful to assess beginners as these tests are not created with beginner abilities in mind. Students scoring at Expanding are able to answer enough on the assessments to begin to create a better picture for us because we can more readily see where they need assistance or interventions. The ELL Periodic Assessment provides us with more accurate data and proves a great predictive of the NYSESLAT scores. Linguistic features as well as language modality results are analyzed and student language and literacy needs are determined. One intervention driven by the ELL Periodic data is our native language support. ELLs have more access to native language resources such as bilingual dictionaries and glossaries as well as bilingual libraries, technology, and native language independent reading books.

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](#).]

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

The child's second language is considered in instructional decisions daily. All teachers of ELLs know the level of language development of each student from RLAT, RYOS, RPOB, and RSFE that are distributed and explained during the PD session at the beginning of each school year. Teachers also access SKEDULA ELL info and SCHOOLNET throughout the year to consult ELL periodic results and other ELL information (years of service, home language). Teachers group students either heterogeneously or homogeneously (depending on the task), taking language level into account. Content teachers of ELLs set language objectives along with content objectives for each lesson and develop students' literacy along with content. Content classroom libraries also contain a wide variety of books in the students' native language.

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?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
 I.S. 93 evaluates the success of our ELLs using a variety of data including the NYSESLAT, State Math and ELA Exams, Periodic Assessments, and informal classroom assessments. The ENL Department compiles a master data list with all students results and interventions. Teachers of ELLs meet weekly to analyze longitudinal progress of every ELL. This data compares not only the NYSESLAT and ELA scores but includes baselines, reading level assessments and diagnostics. We have also analyzed data that monitors ELLs' writing progress depending on whether they are enrolled in a supplemental ELL program or not. We have found that students who regularly attend an ELL supplemental program do show more writing growth. Through this departmental sharing, we make sure that each child's instruction is targeted and maximized at all times during the school year. Having very few holdovers is a positive measurement of success as well. We are hoping to see that our ELLs make expected progress this year.

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.
 Upon registration, certified pedagogues including the ELL coordinator Ms. McPartland and ESL teachers (Ms. Fieldstadt, Ms. Cadogan, and Ms. Pizzolla) perform an oral interview with the parents and children. All four pedagogues are trained in administering the Home Language Identification Survey and the initial identification process. The four pedagogues are also responsible for leading the parent orientation sessions for newcomers' parents. The Home Language Identification Survey is administered on the day of their initial admission (in students' native language) and when needed/possible oral translation in the native language is provided by the pedagogues. Translation services are contacted for uncommon languages as well. A student is considered to have a home language other than English when (1) one question on the HLIS Part I: questions 1-4 indicates that the student uses a language other than English, and (2) two questions on the HLIS Part I: questions 5-8 indicate that the student uses a language other than English, and (3) the interview with the parent and student indicates a language other than English. Therefore, the home language is determined based on a combination of the interviews with the parent and student, and responses to the questions on the HLIS. The home language determination is not based solely on the responses to the questions. Teachers identify NYSITELL eligibility and administer it within 10 days of the date of admission. Spanish Lab is also administered during the first 10 days to ensure better placement and understanding of the student's needs. The ENL Coordinator scans the NYSITELL into ATS and enters HLIS information into the ELPC screen on ATS within 20 days of admission.
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).
 After the HLIS is administered by the trained pedagogue, he/she also determines the need for further interview based on her informal oral interview with the student. Because of interruptions or inconsistencies in the student's education history, students might need additional support, so the ORAL interview called SIFE questionnaire in the students home language is administered within 30 days of enrollment. A trained pedagogue, who speaks the student's language, performs the interview. If there seem to be gaps in student's education, the online LENS assessment is given to the student. The results determine the students' level of literacy and mathematics in their native language.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to *ELL Policy and Reference Guide, ELL Identification* section).
 The Language Proficiency Team is formed and it consists of an assistant principal, ENL teacher/coordinator, IEP teacher/coordinator, and the student's parent/guardian. The LPT determines whether the student should take the NYSITELL. The LPT should consider evidence of the student's English language development, including, but not limited to the following:
 1. The interview in English and Home Language which includes SIFE identification.
 2. The student's history of language use in the school and home or community
 3. The results of the individual evaluation of the student conducted in accordance with procedures in CR Part 200.4(b)(6), which includes assessments administered in the student's home language
 4. Information provided by the Committee on Special Education (CSE) as to whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English

Based on the evidence, the LPT must make a determination as to whether the student may have second language acquisition needs or whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. If the LPT determines that the student may have English language acquisition needs, the student must take the NYSITELL . If the LPT determines that the student does not have English language acquisition needs and should not take the NYSITELL, the recommendation is sent to the principal for review. The timeline to accept or reject this recommendation is 20 days.

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.

After the NYSITELL is administered and scanned into ATS by the ENL Coordinator, the eligibility is determined and the entitlement or non entitlement parent notification letter are printed by the ENL Coordinator in the family's preferred language and sent home via backpack mail and the student must sign off on it. One copy of dated and signed letters and they are kept on the students' cumulative folder and one in the ENL office..

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

A student who has undergone the ELL Identification Process (as the result of first time entry or reentry) may go through the ELL Re-identification Process within 45 school days of enrollment. It has been established at our school, that a parent will be made aware of their right to appeal when they receive the students' entitlement letter and/or placement letter. These forms will provide parents with information on how to proceed if they would like to appeal the school's decision in their preferred language. All letters will be copied and kept in the ELL office and in the students' cumulative folder in the pupil secretarie's office. The Re-identification Process must be completed within 10 school calendar days of receipt of written notice; however, if the CSE must be consulted, the process must be completed within 20 school calendar days. The individuals involved in the re-identification process include the ENL coordinator, the principal, parent/guardian of the student and the CSE (in needed). After the school has made a decision, the relevant documents and recommendation are then sent to super intendent for the final review and decision.

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 a student is identified as an ELL, parents meet with the ENL coordinator Ms. McPartland or one of the ESL certified pedagogues (Ms. Fieldstadt, Ms. Pizzolla or Ms. Cadogan) for parent orientation. To the extent possible, this meeting usually happens on the day of registration). School pedagogues review three English language programs offered in the New York City Department of Education, parents view the orientation video and program pamphlet in their home language. Parents have the opportunity to ask questions and complete parent choice letters. If parents are not available for parent orientation, teachers call parents to schedule appointments within the first ten days of admission. Parent orientation is conducted in the home language and a translator or translation services are contacted when needed. The assigned pedagogue discusses program choice with parents, reviews parent choice letters in native languages and determines placement into appropriate ENL, Dual Language, or Bilingual instructional programs. Translators or translation services are provided when necessary. Parent choice forms are completed during parent orientation to ensure collection. Parents choose the program they are most interested in. If the program chosen is not offered at our school, the parents are given contact information to neighborhood schools that offer the program and they can choose to register their child in a different school. The ESL coordinator will email ELLProgramTransfers@schools.nyc.gov to assist parents who requested TBE or DL programs for their children, to locate placement in these programs. We keep records of parents' choices to determine the needs for new programs in our school. The ELPC screen is used to enter data into the ATS. Data entered includes NYSITELL dates, parent choice and placement and it is done within 20 days of the students' entry to the public school system.If the parent survey is not returned, the default placement is in the Transitional bilingual program. If the program becomes available because the number of parents choosing that particular program, those parents will be notified via backpack mail of such opportunity and students placed in the program of their 1st choice.

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.

Based on NYSESLAT and NYSITELL scores, non-entitlement, continued entitlement, entitlement and placement letters are distributed within the first month of school or when the student is placed in the program. ATS reports are used to check and double check who the entitled students are. Students who have scored proficient on the NYSESLAT receive the non-entitlement letter. All letters are copied, distributed to all students' parents (one copy is kept for reference in an ENL office binder and one is kept in students' cumulative record folder). Students get the letter in their backpack mail and sign off on the receipt. Similarly when HILS and Program Selection Forms are complete, the ENL coordinator makes copies and stores one copy in the ESL office and the original is returned to the school secretary to be put into students' cumulative files for further reference if needed. All data is recorded in the new ELPC screen within 20 days of the students' first entry into the public school system. If we have fifteen or more parents of the same language in one or two contiguous grades choosing a program we do not currently offer, we will apply to open the program. Once the program is opened, the parents will be notified by letter informing them that they can now opt to enroll their child in their 1st chosen program. These notifications will be sent in the parents' preferred language.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. If the parent did not return Parent Survey and Program selection form, the ENL coordinator contacts the parents to schedule an individual meeting and follow up with the choice. The parent must return the completed and signed form within 5 school calendar days. If the parent does not return the form within 5 school calendar days, the student is placed in an ENL program. We will then document the attempts to try and contact the parent. All correspondence is done in the parents' preferred language.
9. Describe how your school ensures that placement parent notification letters are distributed. Once the student's program has been determined based on the HLIS and NYSITELL score, the ENL coordinator will send parents a placement letter (in the parents' preferred language) indicating the program in which their child has been placed. A copy of the letter is also kept on the student's cumulative file.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). All ELL-related documents are kept in the students' cumulative record. These documents include the following:
- Dated and signed copies of each student's o Home Language Identification Survey
 - o Parent Survey and Selection Form
 - o Program Placement Letter
 - o Entitlement letter (newly identified ELLs)
 - o Continued entitlement letter (continuing ELLs)
 - o Non entitlement letter
 - o Language Proficiency Team NYSITELL Determination Form
- **Additional copies are kept in the ENL office.
- The ENL coordinator is in charge of maintaining and organizing all documentation. Because the documents are kept in the students' cumulative folders, all teachers have open access to viewing these materials however teachers know not to remove the documents from the folders.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year. In order to establish eligibility for NYSESLAT testing, the ENL coordinator accesses the ATS reports, RLAT, and RLER. NYSESLAT is administered starting in April, when students are tested on speaking by designated ESL pedagogues. The ENL coordinator assigns students to ENL pedagogues who are not their classroom teachers to administer the speaking component. A schedule is created for administering the speaking assessment individually. ALL pedagogues are made aware of the dates and times in which they must test the students in speaking. In May three sessions of mixed modalities are tested on three separate days. These days occur consecutively within the administration block provided by the state. Prior to administration, all NYSESLAT test administrators receive formal orientation on testing and scoring procedures for the speaking and writing sections. There is a protocol for recording absent students and make-up exams occur the following week.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Based on NYSESLAT and Spanish LAB scores, continued entitlement and transitional support parent notification letters are distributed in September or when the student is placed in the program. The letters are copied and one copy is sent home in parents' preferred language, the second copy is kept on students' cumulative file and the third file is kept for reference in an ESL office binder. ATS reports are used to check and double check who the entitled students are. Students who have scored commanding on the NYSESLAT receive the transitional support parent notification letter. These children will now be entitled to 2 more years of ELL services and accommodations as per English Language Learner Policy and Reference Guide. Students get the letter in their backpack mail and sign off on the receipt. The ENL coordinator keeps a binder of all the sign-off letters. The ENL coordinator periodically checks for missing letters, and will then send a new copy to the students who have yet to return the letter.
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).
- As of now we have 1 student who requested transitional bilingual and 18 students who requested Stand Alone ESL
- Over the past few years, program choices have included the following trends:
- 2012-2013 school year: New Admits: ESL: 96% Dual Language: 4% (lg: Spanish - 2 students (1 grade 7 and 1 grade 8))
- 2013-2014 : New Admits: ESL: 96% Dual Language: 3% TBE: 1% (lg: Spanish -grade 7)
- 2014-2015: New Admits : ESL: 76% Dual Language: 7% (lg: Ukranian- grade 6 and Spanish- grade 7) TBE: 17% (lg: Spanish 6 students total : 3 from grade 6, 2 from grade 7 and 1 from grade 8)
- Program models of English as a Second Language offered in our school are aligned with parent requests and if a request is not offered at our school, parents are informed of options available at the nearest school. We have not had a parent choose another school because we could not accommodate their needs. We keep an excel file with students' NYSITELL and Spanish LAB scores, as well as parent choices of programs. We examine this data to look at the trends. If we have fifteen or more parents of the same language in one or two contiguous grades choosing a program we do not currently offer, we will apply to open the program. If the parent

chooses a program not available in our school, we contact the Department of English Language Learners and Student Support via email ELLProgramTransfers@schools.nyc.gov, which will coordinate the transfer with the Office of Student Enrollment district office and look for a possible transfer into the chosen program.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).

- a. Freestanding ENL program.

In the ENL program, the instructional model is a stand alone model for our true beginner/newcomer ELLs (Entering and Emerging) using curriculum that is a modified ELA curriculum. These beginner/ newcomer ELL classes receive 180 minutes of stand-alone ENL to develop English language skills so that students can succeed in core content courses. It is delivered by a certified ENL teacher. They also receive 180 minutes of integrated ELA/ENL instruction to build English Language skills through the content area . Teachers who are dually certified in ENL and a content area can teach both stand alone ENL and Integrated ELA/ENL. Teachers who are not dually certified will be provided with a co-teacher. Transitional ELLs and some Expanding and Commanding ELLs receive services via a co-teaching model in their ELA class. Expanding/Commanding ELLS may receive ENL services from a certified ENL teacher in another content area . Students are grouped by grade and by proficiency level to the extent possible. All classes are departmentalized and students move from room to room with their class.

- 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)?

There are 11 certified ENL teachers which include:

ONLY ENL Certified Teachers: 3

Dual ENL/ELA Certified Teachers: 4

Dual ENL/ Content Certified Teachers: 4

We also have 3 teachers who are currently pursuing their ENL licenses. There are 5 classes containing ELLS and former ELLs on each grade level.

ENL teachers provide ENL instruction and dually certified teachers provide integrated ENL instruction on all grade levels.

Entering and Emerging Students receive 180 minutes of Stand ALone ENL with an ENL provider. In addition, they receive 180 minutes of integrated ENL/ELA.

Transitioning students are receiving 180 minutes of either stand alone ENL or integrated ENL/ELA.

Expanding students are receiving 180 minutes of integrated ENL in ELA or other content area.

Commanding students are receiving 90 minutes of integrated ENL in ELA or other content area.

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

In the ENL program model, content is delivered in English with native language support. ENL teachers provide students with native language glossaries and dictionaries, and if available with native language textbooks and readings. We currently have resources in Spanish, Arabic, Chinese, Tibetan, Polish, and Albanian. ENL teachers are multilingual and provide on the spot support with vocabulary and comprehension development if needed. The school uses a workshop model (balanced literacy approach) for all content areas. The ENL teachers use the same model adapted with QTEL techniques and scaffolds. Content and ENL teachers are encouraged to plan cooperatively to the extent possible during common planning periods. All teachers use weekly Teacher Team meetings to study student work and data to drive their instruction. Content teachers know the ELLs and Former ELLs in their classes and discuss the needs of the ELLs in their classes at team meetings The ENL stand alone classes use self-created ENL curriculum which

varies across grade levels and is inter-disciplinary. The integrated ENL/ELA classes follow the standard ELA curriculum for their grade level. The ELA department follows the Engage NY curriculum. The ENL and other content classes also follow the regular mainstream, grade level appropriate curriculum. Some materials and programs implemented in ENL classrooms include English 3D, Duolingo and Brainpop and the IPADs, The Academic Vocabulary Toolkit, and Grammar Links and Vocabulary Links from Continental Press.

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

To the extent possible and in languages spoken by our staff, the initial evaluation is based on informal interview in students' native language about their studying/reading habits, attitude towards education, as well as hobbies and interests. The formal part includes a short baseline in content and writing. Students whose native language is Spanish are evaluated with the Spanish Lab and LENS for Spanish speakers and other languages (if the student is in the process of being identified as SIFE).

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

Teachers of ELLs assess their students on daily basis, apart from ELL periodic and school-wide assessments which evaluate the writing and reading modalities. Teachers of ELLs evaluate oral language development by assessing oral presentations, participation in discussions, voice recordings, pronunciation and conversational skills. Listening skills are evaluated by note-taking activities and participation in peer discussions.

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

ELL and content teachers are trained to meet the needs of ELLs with interrupted formal education. Training includes Professional Development provided by DELLS and on-site trainings given by ENL teachers. Training also includes interclass visitation, interschool visitation, professional study groups, and coaching. Teachers also meet to collaborate during common planning periods. These professional development sessions include instructional techniques for SIFE students. The SIFE grant for ST Math is used to provide training to the participating math teachers and to purchase technology for the program. Training is also provided for teachers of ELLs in content area programs such as Duolingo and Academic Vocabulary Toolkit. These programs are used with our SIFE students as a form of academic interventions. The ENL coordinator shares videos and other resources pertaining to SIFE students. Parent Workshops are also offered to familiarize parents with the programs and facilitate their use at home. Students are also given support outside the classroom including afterschool Title III program and summer school that focuses on English and native language support. The ENL team and ILT- Instructional Leadership Team examine student data and reviews students' needs to prepare and implement appropriate academic interventions.

b. Students in the US for less than three years are assessed in English and their native language. When they first arrive, they are tested with the NYSITELL and Spanish Lab. Emerging and Entering students are placed in a self-contained ENL newcomer class (we have one on each grade level). We use the ELA curriculum modified with ELL scaffolds and adapted texts for ENL students. Other content teachers of newcomer ELLs supplement and scaffold lessons to provide best possible services to their Entering and Emerging ELLs. Teachers of ELLs have high expectations as well as provide high levels of support.

c. ELL and content teachers are trained to teach developing ELLs receiving service 4-6 years using various language scaffolding strategies. These students follow our general education curriculum with an ENL co-teacher in an ELA or content class. Materials are differentiated depending on individual students' needs. Literacy and language needs by modality are determined in September and reevaluated bi-monthly to adjust differentiated instruction. Teachers meet during common planning and coaching conferences to discuss specific instructional needs. Literacy is developed through individual, guided and group instruction. Students are also given native language support such as technology, translation glossaries, and dictionaries.

d. ENL teachers receive professional development to guide instruction of Long Term ELLs. These teachers also participate in book studies geared toward Long Term ELLs. Teachers use appropriate scaffolding strategies to target the needs of ELLs as well as programs created for Long Term ELLs such as Castle Learning, English 3D, and Academic Vocabulary Toolkit to target their needs. These programs are used with our ELLs as a form of academic intervention.

e. Teachers of former ELLs are trained in the appropriate ways to scaffold instruction when needed. Many of the teachers who teach former ELLs have attended QTEL training. After careful examination of data, students are placed in classes that appropriately support their language needs. Former ELLs up to 2 years are grouped in classes where they continue to receive ENL support via a certified teacher using technology, bilingual resources and testing accommodations. Former ELLs who need a more rigorous curriculum are placed in our SP classes. Students who need literacy support are placed in ICT classes. When possible, these former ELLs are placed in a class that is currently servicing Expanding and Commanding ELLs. Former ELLs up to 2 years are also provided with resources through Title III and the ARTS grants to the extent possible. All former ELLs up to 2 years at I.S. 93 are given native language support including bilingual dictionaries, native language libraries and independent reading books.

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.

Our school must initiate a review of the ELL status determination upon receipt of a written request from the student's parent or guardian or a student's teacher in conjunction with a written consent from the parent or guardian.

We will complete the Re-identification Process within 10 school calendar days of receipt of written notice; however, if the CSE must be consulted, the process will be completed within 20 school calendar days.

The process is as follows:

1. We review all documents related to the initial or reentry identification.
2. We review the student's work and assessment in English and in the home language. We will focus on all 4 modalities.
3. We may administer the NYSITELL to the student if the original determination was that the student should not be administered the NYSITELL. We understand that the NYSITELL cannot be administered twice.
4. We will consult with the parent or guardian.
5. We will consult with a special education teacher if the student has an IEP or is suspected of having a disability.
6. Based on the recommendation of the ENL teacher, the school principal will determine whether to change the ELL status or not. Written notification of the decision in the parent's preferred language will be sent to the parent or guardian. If the recommendation is to not change the ELL status, no further actions will be necessary; if the recommendation is to change the ELL status, the process continues.
7. All notifications and relevant documents will be kept in the student's cumulative folder.

After 6 -12 months, the principal will review the Re-identification Process decision by consulting staff, parents, and student to ensure that the student's academic progress has not been adversely affected by the determination. If the principal believes differently the principal will provide additional support to the student or reverse the initial decision. All final decision notifications will be in writing to the parent or guardian in the parent's preferred language within 10 school calendar days and will remain in the student's cumulative file.

The staff members involved in this process include the ENL coordinator and the ENL pedagogues. In the beginning of the school year, a meeting is held to review procedures and protocols for the initial identification process. The same group of staff members attended a separate meeting in conjunction with the A.P. and CSE team in order to review the re-identification procedures and protocols.

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

ELL content and special education teachers are trained to meet the needs of ELL students with IEPs. The ELL-SWD follow the Engage NY common core aligned ELA curriculum with appropriate scaffolds. In addition to this curriculum, professional development includes QTEL training, interclassroom visitation, interschool visitation, professional study groups, and coaching. Those teachers also meet to collaborate during common planning periods. Students are given support outside the classroom including morning and after-school programs, and summer programs that focus on native language and English support. The teacher teams examine student data and review students' needs to prepare and implement appropriate academic interventions. Teachers of ELL-SWDs use a variety of strategies and grade level materials that provides access to academic content areas and accelerates English language development. Appropriate scaffolds include graphic organizers, native language support, read alouds, comprehension strategies, context clues strategies, decoding strategies including word formation (syllables, suffixes, prefixes) and writing partners where high and low students work together to edit writing pieces. Guided instruction in small groups and one on one conferences are just a few of such strategies. In addition, we have a wealth of technological resources to foster academic success for our ELL-SWDs. Every student has access to either a laptop or a tablet. Through these technological resources, ELL students can access BrainPOP (and BrainPop ESL), ST Math, Duolingo, Castle Learning and Free Rice. We also started the DELTA Arts Program and ELLA arts program that teaches literacy through arts. Teachers also have access to headphones to foster listening and speaking activities. All classrooms are equipped with substantial classroom libraries ranging from pre-primer to high school level reading material, as well as audiobooks and online read alouds. Often after reading a chapter of their assigned book once, students also have the option of listening to the chapter on audio book to enhance comprehension. Students have regular access to iPADS and headphones which can facilitate this activity.

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?

Curriculum maps have been designed for use across content areas. ELA and ESL departments have created dropbox accounts as a way to facilitate the sharing of materials for sub-groups. The curriculum maps include modifications for ELLs and SWDs. These modifications provide differentiation and scaffolding where needed. Teachers provide small group instruction and one on one conferences. In addition, programming considerations are made with regard to student placement. At the end of each year, teacher teams meet in an articulation meeting in order to discuss the proper placement of each ELL student.

Chart ELL-SWDs are placed in classes where additional support is provided all day (e.g. ICT or SETSS classes) in addition to the ENL instruction.

ELL -SWDs are invited and encouraged to attend extracurricular activities, Title III supplemental programs and frequently use technology in the classroom. ELL-SWD are integrated with general education students in their talent and gym classes. All students are allowed to choose which talent course they wish to take (Art, Dance, Music or Robotics) ELL-SWDs are given the opportunities in these classes to work with non-disabled peers in activities such as classroom discussion, writing, projects, and presentations.

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

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

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

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



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

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

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

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

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

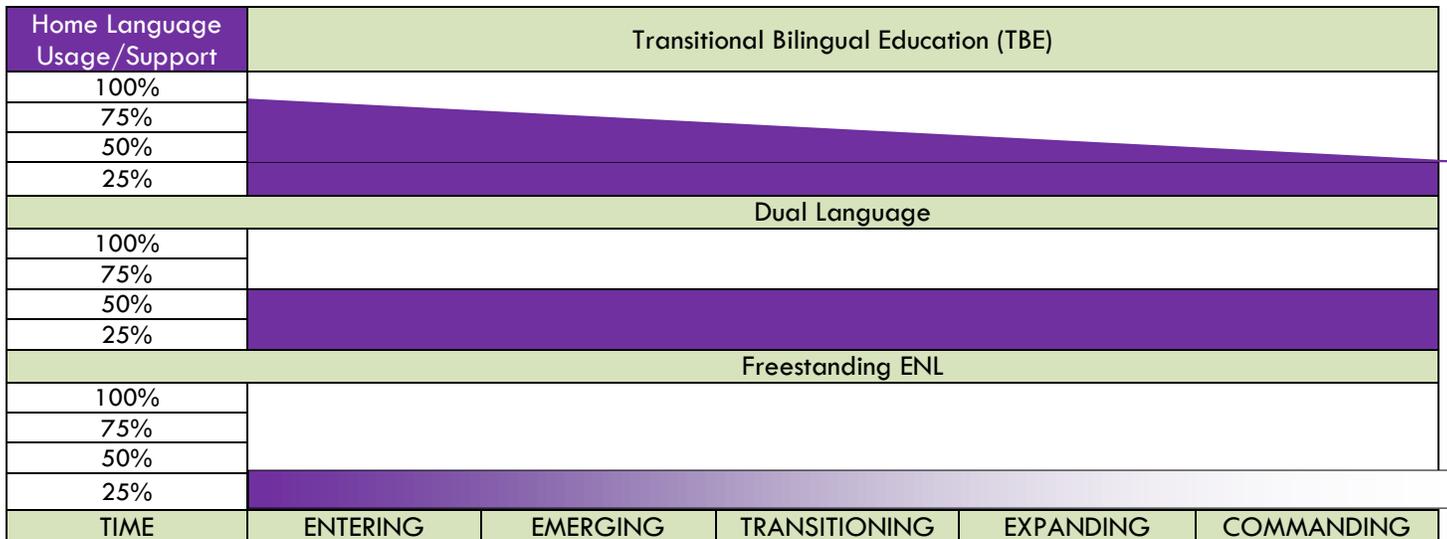


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. I.S. 93 uses data to target ELL interventions. Classes are programmed based on this data in order to best support our ELLs. ELL teachers co-plan and co-teach with content teachers. Students receive small group and guided instruction and use supportive resources such as books on tape, dual-language books and articles, and dictionaries according to proficiency and language needs. ELLs receive native language support such as bilingual libraries, translation glossaries, and bilingual dictionaries. Some of the languages available are Spanish, Arabic, Polish, Albanian, Russian, and Romanian. Long Term ELLs also receive vocabulary instruction through teachers trained in the Academic Vocabulary Toolkit program. Technology based interventions for ELLs, and specifically SIFE and Long Term ELLs, include Castle Learning and ST MATH. This year we initiated The Digital DELTA Arts Connection Program and ELLA arts that focus on developing English language literacy through the arts in conjunction with the use of digital portfolios. Five ENL classes participated in the ARTS program this year and the program is scheduled to continue for the next 3 years. In the Science Classrooms, a program for SIFE students is implemented. This program is called FOSS and it focuses on using inquiry methods to support building the academic language in the science content. This program also contains materials in Spanish. Another science program that is being implemented specifically with our LTEs is STEM. Social studies department uses multi-media (videos, apps, digital projects) to enhance SIFE curriculum and Academic Vocabulary Toolkit with LTEs to help their language development. The social studies department also uses Historypin. Historypin reveals photos near your current location and allows you to view them layered over the modern scene in front of you. You can also explore Collections of some of the best old photos from around the world, wherever you are. This application is usually used for SWD and SIFE students. The department also uses "Show of Hands" app. This is an easy way to informally assess students during the lesson.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The programs for ELLs at I.S. 93 are scheduled based on data analysis (NYSESLAT, ELA, MATH scores) and knowledge of individual students' needs (RYOS, RPOB, SIFE status). Our students are carefully placed; we consider their home language, social abilities, language proficiency and other factors when planning placement. We are flexible and transfer students based on progress or need for extra support. Each teacher of ELLs is provided with detailed student information and data. We design interventions for individual students and we make sure that all teachers of ELLs are trained and ready to teach content to such a challenging population. Our teams of teachers who teach ELLs on each grade level communicate and are trained to include ELL strategies and technology to support ELLs in Social Studies, Science and ELA. They are also trained to conduct lessons that address all modalities and include language objectives, so that the students develop their language along with content knowledge. From the NYSESLAT, periodic exams, social studies MOSLS and science MOSLS, as well as from the feedback from student researchers and student teachers, we know that our programs are inviting, but also challenging and that we provide the best possible solutions for our ELLs.
12. What new programs or improvements will be considered for the upcoming school year?
- At I.S. 93 we are hoping to grow our technology resources and bilingual resources to allow every student equal entry points to the content material. We are also implementing ST Math from the beginning of the year for all ELLs and Former ELLs. The grant for ST Math provided us with 30 iPADS to enable students to engage in grade appropriate math instruction and practice. We also plan on implementing Duolingo app for our emerging learners and Castle Learning for all ELL classes. We are planning to align our newcomers/beginner program with the mainstream ELA curriculum even more closely and with more scaffolds so that beginners are able to access the same content as their peers. The DELTA Arts Program will also provide extensive professional development to teachers and collaborating artists, as well as new iPADS for participating classes.
13. What programs/services for ELLs will be discontinued and why?
- We have decided to discontinue the English Now! program for beginner/newcomer ELLs because it doesn't align to Common Core Learning Standards and it is not rigorous enough for our student population.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- There is a Title III Program which provides ENL instruction to ELLs before school from 7:00 a.m. to 8:00 a.m. and after school from 2:30 p.m. to 3:30 p.m., two times a week. Students have the option of attending the morning or afternoon session. There is one teacher who teaches the morning session, and multiple teachers teach their own section in the afternoons. Instruction focuses on literacy development, academic language, and content area skills through ENL strategies and methodologies. Students develop oral reading proficiency and listening skills through the use of Castle Learning, MILESTONES, and 3D English programs. Students receive native language support through the use of native language libraries and native language independent reading books. Each student has access to books in their native language. The instruction focuses on language fluency, cultural recognition, and using technology to attain fluency. Teachers also prepare students for the NYSESLAT by providing instruction on essay writing and close reading. In addition, students use audio books, online language programs, and leveled libraries. This year we also have piloted a program called ST Math once a week during classroom instruction, and in the afterschool sessions. We will continue to use the program in the next school year. The DELTA ARTS Connection program and ELLA arts program are other supplemental programs that we provide ELLs during school hours. This program provides an alternative pathway for accessing and acquiring

English language proficiency. Budget permitting there are a.m. and p.m intervention programs in ELA and Math for all students including the ELLs. Teachers of ELLs contact students' homes if they do not return their permission slips for the programs and ensure perfect attendance.

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.

Instructional materials include technology, assessment tools, literature, and supplies. All ELLs have daily access to computers, tablets, and smartboards as well as literacy programs such as Castle Learning, Duolingo and ST Math. The ESL department has over 100 IPADs purchased through Sife Grants and Dellta Arts grants. We have also been able to purchase apps that include Science and Social Studies visual resources, apps that help student record and listen to their voices, apps that read texts aloud to students, apps that help them translate spoken or written language, and apps that help students narrate the stories or evaluate their own work. Headphones are also readily accessible for all ELLs. These resources are mainly used with SIFE, entering, emerging and SWDL. LTES and Former ELLs have dictionaries and translation glossaries accessible, they also have ipads with multiple apps that facilitate content and language aquisition. All ELA/ ENL classrooms contain ELL libraries that include leveled, age appropriate books, audiobooks and independent reading books in English and most native languages (Arabic, Spanish, Polish, Albanian, Chinese).

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

In the ENL program model, native language libraries, dictionaries and glossaries are available as well as technology in native language are used to support instruction. Teachers use resources in the student's native language for beginner readers and when available textbooks in other languages are used. Teachers of ELLs are literate in other languages and can provide translations and on demand support for students.

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

Services support and resources correspond to ELLs' ages and grade levels. Classroom libraries are age and grade appropriate and leveled by literacy needs. Content curriculum maps are being designed with appropriate modifications for ELLs. Teachers use ENL strategies to scaffold instruction and promote academic language use. Services and resources are adapted for ELL using differentiation and/or scaffolds. (Such as , graphic organizers, manipulatives, visuals, paragraph frames, technolofy, IPAD apps, etc.)

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).

Newcomers are tested and placed using NYSITELL and Spanish Lab - when applicable, within 10 days of registration. These students are identified as Commanding, Expanding, Transtioning, Emerging, or Entering. These students are placed according to their levels of English proficiency into an appropriate ESL class. Parents have the option of a bilingual class if available at an alternate site. Each student and parent have a causal meeting with our Parent Coordinator, Mildred Reyes, to highlight special programs at I.S. 93 to help direct the families to academic support services such as Title III programs as well as to existing support services (e.g. Beacon). Feeder schools visit I.S. 93 in May. At this orientation, students and parents are introduced to our Parent Coordinator who addresses individual needs (i.e. ELL concerns). In addition, an articulation team visits all feeder schools and gathers information on all students (including ELLs) to gain information about students prior to their entering so we can prepare ourselves on how to better assist them when they enter I.S. 93. Articulation forms provide extensive information regarding students' social, behavioral and academic needs. These articulation forms are analyzed by our own team during placement. A Parent Orientation meeting is also held in early September for parents to come and learn more about I.S. 93 and to meet our teachers and staff.

19. What language electives are offered to ELLs?

At the current time, 8th Grade ELLs are offered 1-2 periods a week of Foreign Language (Spanish) instruction.

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.)

The ESL department designs, plans and delivers on-going professional development throughout the year. This PD is delivered monthly in the school calendar designated as Professional Development. Throughout the school year, teachers of ELLs receive coaching in scaffolding strategies, teaching ELLs in the content areas, accountable talk, and building literacy and academic language. Teachers also have opportunities to participate in inter-classroom visitations to develop teaching skills. Monthly meetings to support ELLs will continue and include inquiry team meetings to discuss data, AIT meetings, professional books studies, and workshops on topics such as unpacking the NYSESLAT and maximizing the use of ELL resources.

The PD plan for 2015-2016 is as follows:

September: NYSESLAT and ELL data analysis in order to drive instruction

October: Co-Teaching Strategies

November: Description of New Proficiency Levels and Expectations

December: Writing Content and Language Objectives

January: Aligning SIFE/LTE tasks to CCLS

February: SIFE/LTE strategies and new programs

March: Components of the new NYSESLAT

April: Debriefing meeting based on all off-site training - one day ELL on-site conference

May: Co-teaching Collaboration Models Sharing

June: Reading and Analyzing ELL Data collected throughout the year

2016-2017 - TBD
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?

All teachers of ELLs are invited and encouraged to attend off-site PD sessions offered by the DELLS. This year so far five of our ENL teacher attended: DIGITAL DELTA full day PD (next one coming up in December). The ENL coordinator and one ELL teacher also attended the PD on Performance Assessment for ELLs offered by NYC RBERN. These sessions are aligned with instructional expectations dictated by the CCLS. Teachers of ELLs will attend more PDs as they become available. Teachers who attend various PDs turnkey what they have gained during team meetings and common planning sessions.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

In May, an articulation team visits with our feeder schools to gather information about students in order to be better prepared for their arrival to middle school. Our school's ELL guidance counselor attends these visits with a school supervisor and a special education coordinator. Our school assists incoming ELLs in the transition from elementary to middle school by opening our doors for an open house. Our school also invites elementary students to participate in a summer program with our middle school students. In order to support the ELLs transition from middle school to high school, the guidance department offers High School Open Houses, Applications help sessions (in Spanish, Polish, Chinese) during which bilingual staff assists students and their parents in filling out high school applications. Interschool visitations, information meetings, and small group counseling is offered by our guidance counselors. Small group counseling consists of 4-6 students and focus on the high school application process. Once a semester, guidance counselors also speak with ELL classes regarding high schools and guide students through the process. For the past four years, our sixth graders have been assigned to a separate wing of the building and provided with a separate lunch period to allow for smoother transitions into the higher grades.
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 ENL department prepares professional developments geared toward content teachers for ELLs. These PDs are shared during our designated PD time. I.S. 93 trains all staff to support ELLs. Content teachers are invited to participate in many content geared sessions offered by the Office of ELLs and online Colleges (Stanford University). They are also invited to all on-site meetings including training on using Achieve3000, ELL data training, SIFE video screenings and unpacking the NYSESLAT. Content teachers of ELLs are invited to participate in ESL department book studies. This year's books include: *Teaching Vocabulary to English Language Learners* by Graves, August, and Mancilla-Martinez and *Collaboration and Co-teaching Strategies for ELLs* by Andrea Honingsfeld and Maria G. Dove. They are also invited to professional development sessions offered by our ENL Department Coordinator. All content teachers are also encouraged to attend courses in colleges which offer ENL or Bilingual extensions. Currently 5 of our content teachers are pursuing such license. Teachers forward attendance confirmation emails or certificates of attendance to the ELL Coordinator who keeps the record of the attendance in the ELL PD binder in the ENL office. To the extent possible, at the end of the year, the ELL department organizes a PD day, when all teachers who attended workshops turnkey the most important findings to their colleagues.

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?

Teachers will individually meet with parents of ELLs during designated parent engagement time, in addition to parent-teacher conferences. These meetings will focus on discussing student language goals, student's language development progress and language proficiency assessments results. Such meetings will be conducted with the use of interpreter if needed. Records of the meetings will be retained by the teacher. Teachers are responsible for keeping a log of all the meetings, phone calls,, and letters they send to ELL parents. Meeting logs will include the minutes from the parent meetings.

**We are unable to type below so here is our answer for the question below.

(#2): Teachers are required to keep anecdotal about their meetings with ELL parents. Teachers will photocopy their notes and give them to the ENL coordinator to keep on record in the ELL office.

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. The Parent Coordinator conducts monthly meetings and/or workshops, providing translation when needed. ESL and computer classes are offered to parents at various times throughout the year. Targeted audience workshops for parents of students with disabilities and ELL's regarding the Common Core Learning Standards are offered. (All offered and organized through our Parent Coordinator.) The School Leadership Team meets monthly. Members inform parents of CEP initiatives and activities. The school's Principal conducts quarterly meetings with the PTA executive board and meets monthly with the Title I Parent Involvement Committee to discuss recommendations for how to use Title I Parent Involvement Funds. I.S.93 now holds an annual meeting to inform parents of the school's participation in Title I, Part A programs and offers all parents the chance to participate on the Title I Parent Involvement Committee, which recommends to the SLT ways to use Title I funds (1% Set Aside) to promote parent involvement. Years prior, translation equipment has been purchased using Title I funds (1% Set Aside) for meetings and translators are contracted as needed through Legal Interpretation Services. Pupil Path training is also provided on a one to one basis when requested (also through our Parent Coordinator). Montly PTA meetings encourage parent participation in school events (i.e. fund raising, chaperoning school dances, etc.). This year, for example, parents were invited to an international food festival /parent night and there was a Community Fun Day on a Saturday in June. Parents of ELLs are also invited to the annual city-wide ELL conference.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
Our Beacon Program provides support for out ELLs every day after school and on Saturdays through workshops and fieldtrips. We also have partnership with the Queens Public Library which is located right across the street from our school. The library offers our students tutoring and homework help every day from 3:00 - 6:00 p.m. I.S. 93 also hosts Student-of-the-Month ceremonies for students who teachers determine are showing progress. As well, in October, students who scored "Commanding" on the NYSESLAT are acknowledged at the Student of the Month ceremony and certificates are sent home. Parents are invited to all these ceremonies and translations are provided if needed.
5. How do you evaluate the needs of the parents?
Parent needs are determined by: surveys, personal requests, meetings and through email. Our parent coordinator responds immediately via email and/or sets up necessary meetings (with translation) when requested. Surveys are analyzed by the SLT and school's Instructional Leadership Team. Changes are made based on survey outcomes. Weekly parent engagement time is used to conduct meetings with parents, follow up via correspondence, update student gradebooks in order to communicate more effectively with parents. All activites are initiated via pupil path.
6. How do your parental involvement activities address the needs of the parents?
Parent needs are determined by: surveys, personal requests, meetings and through email. Our parent coordinator responds immediately via email and/or sets up necessary meetings (with translation) when requested. Surveys are analyzed by the SLT and school's Instructional Leadership Team. Changes are made based on survey outcomes. We also maintain parent communication through the following:
 - I.S. 93 website and Pupils Path
 - Backpack notices
 - Monthly parent newsletter
 - Student planners
 - Parent Coordinator bulletin board
 - PTA bulletin board

- SLT meetings
- High School Application Orientation
- Telephone Message System
- School sign (located in front of the building)se to question here:

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: I.S.93 Ridgewood**School DBN: 24Q093**

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)
Edward Santos	Principal		10/29/15
Catherine Fratangelo	Assistant Principal		10/29/15
Mildred Reyes	Parent Coordinator		10/29/15
Dominika McPartland	ENL/Bilingual Teacher		
	Parent		1/1/01
Lauren Pizzolla	Teacher/Subject Area		10/29/15
Richard Cardino	Teacher/Subject Area		10/29/15
Paula Oliveri	Coach		10/29/15
	Coach		1/1/01
Debby Hartz	School Counselor		10/29/15
Madelene Chan	Superintendent		1/1/01
Giuvella Leisengang	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: **24Q093**

School Name: **Ridgewood Intermediate School 93**

Superintendent: **M. Chan**

Before you begin, please check the following:

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

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

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

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

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

The school uses several sources of data. We use the ATS Home Language reports RHLA and RPOB, feedback from parents (obtained via email or oral discussion at PTA, SLT or face to face meetings), as well as data obtained from parent surveys and HLIS. The Principal, Parent Coordinator and Pupil Accounting Secretary review the Home Language Report from ATS (RHLA) and Emergency Contact cards(Blue Cards) to determine the languages spoken by the families of our general education students. For new admits to the school, the pupil accounting secretary and the ESL coordinator survey the parents during registration and periodically review HLIS to determine translation needs.

Our Parent Coordinator is our point person for making arrangements for translations for Parent Information Night, PTC, Parent/Student award ceremonies and for School Assemblies that are held after regular school hours.

A letter was sent home via backpack (in Spanish, English, Arabic, Polish, Romanian, Sign and Serbian) asking parents if they need language translation during Parent Teacher Conferences. Over 100 requested Spanish, two requested Chinese, two requested Arabic and one requested Tibetan.

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.

It was determined that thirty seven different languages are spoken by students of I.S. 93 and their families. 46% percent speak Spanish, four percent speak Arabic, five percent speak Chinese, and three percent speak Polish. Along with this data, the team also looked at the “softer” data from our surveys concerning the parents’ perceptions of how I.S. 93 communicates with them regarding their children. These two forms guided our initiatives to support translation services.

It was determined that several areas of translation were needed. It was determined that oral translation services were needed when incidents occur that require parents to come to school to discuss academic or discipline issues. It was also determined that parents wanted translations of documents that get sent home in the book bags of students with announcements and memos concerning a variety of topics from the school such as parent conferences, PA meetings, monthly newsletters, etc.

Part B: Creating a Communications Calendar

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

We typically distribute translated versions of the following documents:

Monthly newsletters - translated in English and Spanish (available the 1st of every month) via email, backpack and posted on school's webpage (copies also available in the general office on display for visitors)

Monthly calendars - updated as events come up via school's website (IS93.org) - events also listed on monthly newsletter and sent via email to all parents that sign-up for email notification

Parent-Teacher conference announcements - via email in Spanish, English, Polish, Chinese and Arabic approximately two weeks prior

Progress Reports - on-going connection with families are sent home quarterly via backpack (Skedula.com)

Permission slips for after school activities and trips are available in English and Spanish (*other languages as needed)

New York State testing calendar available on our school website, School Bulletin Board, displayed in the main office and reminders sent home via phone blasts

Parent workshop announcements are sent home in English and Spanish via backpacks, email, newsletter, webpage and phone blast

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.

ESL parents orientation - September
Welcome/Curriculum Open school night - September
High School Information night - October
PTC 1 - November
PTC 2 - March
Parents night - May
Parent engagement time - everyTuesday - 35 minutes

Part C: Providing Language Assistance Services

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

In-house staff such as our Spanish, Arabic, Chinese, and Polish pedagogues translate documents necessary for distribution to parents on a regular basis. We ensure that translation requests are sent to the T&I Unit for timely translation and distribution along the ENglish versions of materials. We use templates provided by the T&I Unit to create permission slips, parent-teacher conference slips and other informational flyers in languages available on the website.

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.

Interpreters (with appropriate transmission equipment) are used for after-school parent meetings such as Open School Night, PA meetings and other informational school meetings for parents. Parents wear the headphones and hear nearly instantaneous translations of the presentations. We have four channels and have offered Spanish, Polish, Arabic and Romanian.

For the past five years, we have also offered sign language interpreters for school-wide activities (i.e. graduation, PTC when needed).

Title I translation and Tax Levy funds are used to pay for outside contractors during parent teacher conferences and workshops when needed.

Guidance counselors, deans, teachers and the Parent Coordinator use the free NYCDOE phone conference translation service for parent conferences.

In-house staff such as our Spanish, Arabic, Chinese, and Polish speaking persons translate oral person-to-person or phone conferences with parents on a regular basis.

Outside contractors are used when in-house interpreters or the NYC DOE Translation Unit cannot meet

the needs of the family.

Teachers, deans and guidance counselors utilize the NYC DOE Translation Unit to communicate effectively with parents/guardians.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Parents Coordinator informs all staff members via email and provides one on one training if requested.

Parent Coordinator sends an email in September regarding "Over the Phone Translation". All staff are also informed via email about oral and written translation services available.

This year, each teacher was provided with Language Identification Guides to present to parents so that they can identify their language any time they visit the school and need translation services. Teachers will then proceed to an office telephone to acquire the appropriate interpretation service.

All staff and teachers receive a copy of the "I speak..." card which includes the phone number for the over-the-phone interpretation.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

The school provides a copy of the Bill of Parent Rights to each parent, whose primary language is a covered language. Extra copies of the translations can be found in our Parent Coordinator's and guidance offices suites. A welcome sign in each of the covered languages is posted on the Parent Coordinator's bulletin board in the lobby of the school. A translation of the posting requirements of this section of the Chancellor's Regulation regarding this topic, is also posted on the bulletin board.

The School Safety Plan contains a provision and a procedure for parents in need of language assistance to be able to communicate with the administrative offices.

Also, our school's Parent Coordinator informs parents of translation options on the school's website. The teachers are also made aware that all the notification documents can be found at the T&I Unit's intranet site.

Part F: Monitoring and Quality Control

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

For the first time, parents were invited to "Breakfast with the Principal. " Topics of discussion include: feeling welcome, what they would like to see, and workshop ideas.

A "Reflection Sheet" is available in the main office and given to all parents to complete before they exit the building regarding the service provided to them. Parents will now be invited to complete a reflectionsheet after meeting with guidance counselors, Assistant Principals, the Principal, and deans. As well, parents will be asked to complete a reflection sheet after PTA meetings, Parent Engagement events, and IEP meetings.

Parent Surveys are given during the spring Parent Teacher conferences. Several questions specifically address how the school communicates with parents and their satisfaction with the provided services.