

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

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

**24Q113**

**School Name:**

**P.S. 113 ISAAC CHAUNCEY**

**Principal:**

**ALEJANDRO MEGIAS**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Anthony J. Pranzo School School Number (DBN): 24Q113  
Grades Served: K -8  
School Address: 78-23 87<sup>th</sup> Street, Glendale, NY 11385  
Phone Number: 718 847 0724 Fax: 718 805 0737  
School Contact Person: Alejandro Megias Email Address: amegias@schools.nyc.gov  
Principal: Alejandro Megias  
UFT Chapter Leader: Jomarie Henry  
Parents' Association President: Jennifer Bonowitz  
SLT Chairperson: Susanna Petito  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): \_\_\_\_\_  
Student Representative(s): \_\_\_\_\_  
\_\_\_\_\_

**District Information**

District: 24 Superintendent: Madelene Chan  
Superintendent's Office Address: 98-50 50<sup>th</sup> Avenue, Corona, NY 11368  
Superintendent's Email Address: mchan2@schools.nyc.gov  
Phone Number: 718 592 3357 Fax: 718 592 3770

**Borough Field Support Center (BFSC)**

BFSC: 24 Director: Lawrence Pendergast  
Director's Office Address: 28-11 Queens Plaza North, Queens, NY 11101  
Director's Email Address: LPender@schools.nyc.gov  
Phone Number: 718 828-5488 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)
Alejandro Megias	*Principal or Designee	
Jomarie Henry	*UFT Chapter Leader or Designee	
Jennifer Bonowitz	*PA/PTA President or Designated Co-President	
Rose Santos	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Susanna Petito	Teacher UFT	
Cara Fellner	Teacher UFT	
Paula Fitzpatrick	Teacher UFT	
Dara D'Elia	Parent	
Rayna DiGena	Parent	
Monica Serrano	Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Laura Miller	Parent	
Josephine Fawcett	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.

PS/IS 113Q is a K-8 NYC community school that focuses on strong academics and discipline.

Our mission is to enable all of our children to become lifelong, independent learners who are active participants in their own education, growth and development and who are engaged and challenged to become critical thinkers who can work both individually and cooperatively as problem solvers in order to achieve college and career readiness.

Located in Glendale, a predominantly residential section of Queens, NY, PS/IS 113 has a student population of 952 (6% Asian, 1% Black, 39% Hispanic, 53% White, 1% other). 3% of our students are ELLs, 13% have an IEP and 54% are eligible for free lunch. Above average student attendance and teacher attendance help create a stable environment for education. A high level of parent involvement results in a strong collaborative partnership between home and school creating an enhanced educational culture. We have partnered with community based organizations (Greater Ridgewood Youth Council, Kiwanis) and developed programs to increase student engagement while decreasing student disciplinary infractions (CHAMPS, SONYC, CASA, Beautiful Me, Student Council). Our school population (staff, students, families) participates in many endeavors to strengthen and develop community ties, such as food drives, collecting for UNICEF, Toys for Tots, Career Day and Stop & Shop Rewards.

Our academic achievement is an important part of our mission. We are meeting our targets and have exceeded the state, city and district averages for NYS state tests in ELA and Math for 2015. According to the most recent survey, there is a high level of satisfaction from parents, teachers and students with our school culture, instructional core and systems for improvement.

We have received special recognition from the Chancellor as a Respect for All School for 2014 & 2015.

While we are very proud of our school, we do recognize that there is always a need for growth and improvement. A key area of focus for us is student performance in ELA. While we are meeting targets, ELA proficiency is slightly below 50%. One of our goals is to increase student performance levels in writing which will impact all areas of the curriculum. Another area of focus will be increasing and strengthening parent involvement in the school. We have a high level of parent involvement in many areas and a strong home school partnership but data indicates we need to involve more parents in participating in more school activities. We need to focus on the methods of communication with parents.

We will work towards increasing the collaboration between home, school and community. Our teachers will continue to develop relationships to increase our shared understanding of highly effective instructional practices.

## 24Q113 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01,02,03,04,05,06,07,08	Total Enrollment	957	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	12	# SETSS	6	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	9	# Music	4	# Drama
# Foreign Language	7	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population	1.0%	% Attendance Rate		95.0%
% Free Lunch	54.6%	% Reduced Lunch		12.8%
% Limited English Proficient	2.7%	% Students with Disabilities		13.7%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.1%	% Black or African American		1.0%
% Hispanic or Latino	37.3%	% Asian or Native Hawaiian/Pacific Islander		5.8%
% White	55.2%	% Multi-Racial		0.6%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	2.54	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		N/A
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		6.73
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	41.9%	Mathematics Performance at levels 3 & 4		54.3%
Science Performance at levels 3 & 4 (4th Grade)	95.2%	Science Performance at levels 3 & 4 (8th Grade)		84.5%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		100.0%
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	X	Recognition		
In Good Standing		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		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			



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

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

### Part 1 – Needs Assessment

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

A review of data (NYS ELA exam) indicates that we are meeting our targets and our level of growth is well above NYC and NYS results. However, close to 50% of our students are still not reaching proficiency. After an analysis of the results of the latest on-demand performance based writing assessment administered in May-June 2015 sentence fluency was selected as an area of focus for grades K-2 since students averaged lower in this category than any other. After an analysis of the on-demand performance based writing assessments administered during the 2014-2015 school year, sentence fluency was also identified for grades 3-8 as a high leverage trait that will extensively impact all other writing traits.

### 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, student performance levels in writing will increase 20% in sentence fluency in grades K-2 and in grades 3-8 as evidenced by the spring administration of on-demand performance based writing assessments.

### Part 3 – Action Plan

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
All grades will continue to utilize the 6+1 Writing Rubric which was introduced and implemented previously in all grades. Teachers will use this rubric for all on-demand writing assignments.	K-8 students	Sept. 2015- June 2016	Principal, Assistant Principals, Teachers
All classes will utilize Thinking Maps in all curriculum areas to increase sentence fluency in grades K-8.	K-8 students	Sept. 2015 June 2016	Principal, Assistant Principals, Teachers
Units from ReadyGen will be used to design performance based writing assessments administered on-demand to drive writing data management system.	K-8 students	Sept. 2015- June 2016	Principal, Assistant Principals, Teachers
Parent Engagement activities will be offered in the evening as well as or in lieu of Tuesday afternoon scheduled times.  Parent Academies addressing relevant issues will be offered on Saturdays in conjunction with Saturday academic instruction classes for students.	K-8 parents	Sept. 2015- June 2016	Principal, Assistant Principals, Teachers,  Parent Coordinator

#### Part 4 – Budget and Resource Alignment

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Principal, Assistant Principals, Teachers											
Thinking Map instructional materials. ReadyGen instructional materials.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

#### Part 5 – Progress Monitoring

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
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On- demand writing assignments will be administered 3X yearly. The winter assignment will be scored according to the 6+1 rubric and evaluated next to the fall assessment.

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

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

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

**Part 1 – Needs Assessment**

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

**Part 2 – Annual Goal**

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

**Part 3 – Action Plan**

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

**Part 5 – Progress Monitoring**

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

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

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

**Section 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.

A review of data (NYS exams, School Quality Review) indicates a need to increase student progress through improving pedagogy. We identified a need to develop coherence in teacher practices through collaborative work and to provide a strong foundation for instructional goals.

### 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, 75% of teachers will participate in at least 4 rounds of collaborative intervisitations to share best practices, communicate actionable feedback and develop collegial relationships among pedagogues as evidenced by feedback forms, intervisitation logs and teacher team minutes.

### Part 3 – Action Plan

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b>	<b>Target Group(s) <i>Who will be targeted?</i></b>	<b>Timeline <i>What is the start and end date?</i></b>	<b>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></b>
<ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>			
Teachers will receive training from the Danielson Group on intervisitation cycles.	Teachers grades K-8	Sept. 2015- June 2016	Principal, Assistant Principals, Core Group teachers
Core group will meet with teacher teams to debrief and develop shared understanding of highly effective practices.	Teachers grades K-8	Sept. 2015- June 2016	Principal, Assistant Principals, Core Group teachers

Administration will provide timely feedback to teachers to reinforce best practices.	Teachers grades K-8	Sept. 2015- June 2016	Principal, Assistant Principals, Core Group teachers
Core group will work with administration to set up protocols for strategically partnering teachers (through need and interest) for the observation cycles.			
Parent Involvement activities will be offered in the evening as well as or in lieu of afternoons to encourage parent-teacher cooperation to improve student achievement.	Parents grades K-8	Sept. 2015- June 2016	Principal, Assistant Principals, Teachers

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Principal, Assistant Principals, Teacher Teams, Core Group. Schedule for school day to be adjusted when necessary. Core Group to receive training during the school day and weekends											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Logs will be examined as evidence of intervisitations taking place. Teacher team minutes and feedback forms will be evaluated for effectiveness of intervisitation visits. Best practices will be acknowledged on a teacher Shout Out wall. By February 2016, a survey will be utilized to determine the effectiveness of the intervisitation program.
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

### **Part 1 – Needs Assessment**

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

A review of data (NYS ELA and Math exams, School Quality Review) indicates that while we are meeting our targets, and our growth is above the NYC and NYS results, close to 50% of students are not reaching proficiency. We identified a need to increase student progress through the improvement of effective pedagogy including targeting the analysis of assessments and alignment with instructional practices.

### **Part 2 – Annual Goal**

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

In order to foster a shared understanding of effective pedagogical practices, we will provide targeted and differentiated professional development based on feedback from teacher observations that will elevate teacher practice so that by June 2016, 30% of teachers will see an increase of one (1) level of performance in Danielson component 3d (Using Assessment in Instruction) as measured by final ratings in the Advance System.

### **Part 3 – Action Plan**

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
All teachers will engage in differentiated professional development based upon both needs and interests as identified through teacher surveys and communication style screenings.	Teachers grades K-8	Sept.2015-June 2016	Principal Assistant Principals
Administration walkthroughs and observations will provide feed back for professional development.	Teachers grades K-8	Sept.2015-June 2016	Principal Assistant Principals
Intervisitation logs and teacher team minutes will be evaluated to determine effectiveness of professional development.	Teachers grades K-8	Sept.2015-June 2016	Principal Assistant Principals
Parent Workshops will be offered by our Math Support Specialist.  Parent Academies will be offered on Saturdays in conjunction with Saturday classes for students to address relevant issues.	Parents  K-8	Sept.2015-June 2016	Math Support Specialist  Parent Coordinator

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Principal, Assistant Principals.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
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Principal will use Advance to record and document teacher growth from previous observations.

By February 2016, a survey will be utilized to evaluate the effectiveness and future needs of the professional development program.

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

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

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

### Part 1 – Needs Assessment

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

A review of data (NYS ELA and Math exams, School Quality Review) indicates that we are meeting our targets and our level of growth exceeds the results for NYC and NYS. However, close to 50% of students are not reaching proficiency. To improve student progress, we need to create a strong home to school connection. A strengthening of school, home and community ties can result in improving student academic progress. We have a strong parent-school partnership. However, the 2014-2015 NYC School Survey indicates a need to widen the level of parent volunteerism to encourage more parents to participate in school programs and activities.

### Part 2 – Annual Goal

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

In order to collaborate with families as full partners in the learning and development of their children resulting in an enhanced school culture, a strengthening of home to school connections and a community where all stakeholders value each other, we will provide monthly, appropriate information to families about the instructional programs and relevant topics in a culturally appropriate manner so that by June 2016 there will be an increase of 30% in the number of parents reporting attendance at PTA meetings and school events as measured by PTA attendance logs and the NYC School Survey.

### Part 3 – Action Plan

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Teachers in grades K-8 will develop newsletters and/or classroom blogs to keep parents informed of important events.</p>	<p>Parents of students in gr. K-8</p>	<p>Sept. 2015- June 2016</p>	<p>Teachers</p>
<p>Workshops will be offered to parents on various topics including: Tips to Help Your Child Achieve Academic Success, HS application process, Being Prepared in Emergencies, Traffic Safety, Handling Anger, Thinking Maps, CPR Compressions</p>	<p>Parents of students in gr. K-8</p>	<p>Sept. 2015- June 2016</p>	<p>Principal, Assistant Principals, Teachers</p>
<p>Parent Coordinator will provide timely, appropriate information to families about school wide community programs including Toys for Tots, food drives, UNICEF collections, Stop &amp; Shop rewards program, Career Day, Book Clubs, Open School Week, Back to School Night</p>	<p>Parents of students in gr. K-8</p>	<p>Sept. 2015- June 2016</p>	<p>Parent Coordinator</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>Principal, Assistant Principals, Teachers, Parent Coordinator, PTA President</p>										
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>Percentage of attendance at monthly PTA meetings and workshops will be calculated and compared to previous data. By February 2016, a parent involvement survey will also be utilized to determine the percentage of parents who have volunteered and participated in workshops, meetings and school activities.</p>

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

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

**(Required for All Schools)**

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	K-1 Running Records. Foundations Unit Assessment  Gr. 2 Foundations Unit Assessment, I-Ready  Gr. 3 I-Ready  Gr. 4,5 NYS Exams	K-1 Foundations  Double Dose  Gr.2-5 Leveled Literacy Intervention (LLI)  Gr.2-5 I-Ready	AIS/Tier I -in class grouping  Tier 2&3 - small groups	during school day        during school day/ available at home
<b>Mathematics</b>	Gr. 2-5 I-Ready,  NYS Exams	Gr. 2-5 I-Ready	individual, small groups	during school day/ available at home
<b>Science</b>	NYS Exams	Non-fiction reading in content area	small group, full class	during school day
<b>Social Studies</b>	NYS Exams	Non-fiction reading in content area	small group, full class	during school day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	mandated services  at risk students	Bereavement Group  Children of Divorce  individual, small group counseling	small group  small group  individual, small group meetings	after school  after school  during school day

## Section 7: Title I Program Information

### Directions:

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

### Part 1: Title I Status

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

### Part 2: All Title I Schools

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

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

#### **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 codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

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

**<sup>1</sup>Explanation/Background:**

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

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

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

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

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

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

**Important Note:** The following funds may not be consolidated:

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

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

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

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

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

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**Parent Involvement Policy (PIP) 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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

**II. Parent/Guardian Responsibilities:**

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

**III. Student Responsibilities:**

- attend school regularly and arrive on time;

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>Anthony J. Pranzo</u>	DBN: <u>24Q113</u>
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>30</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>3</u>
# of certified ESL/Bilingual teachers: <u>3</u>
# of content area teachers: <u>0</u>

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: \_

The goal of our Title III program is to provide supplemental academic support for our English Language Learners in K-6th grade based on the 2015 NYSESLAT and 2015 ELA state exam. This program will be conducted with a Saturday Academy (with one ENL teacher) for K-2 ELLs and an After school program(with two ENL teachers) for grades 3-4 and 5-6 for ELLs. These groups were chosen based on the number of ELLs and newcomer ELLs in each grade. Classes will be taught in English and will be differentiated for entering, emerging, transitioning and expanding levels for both programs. Due to the small population of ELLs at PS/IS 113 and the range of grade levels/language proficiencies, the ENL teachers in both programs will differentiate scaffolds to meet the needs of all students in the program. Both programs will begin in January 2016 and go through the Spring 2016. The Saturday academy will have an average of 15 students and the after school program will have an average of 15 students. The Saturday academy will focus on phonics, letter recognition and fluency, as well as ELA skills through guided reading with language scaffolds. During the winter sessions Students will prepare for the NYSESLAT using test prep materials and practice exams. In the after school program we will focus on ELA and content area skills, in the winter we will focus on ELA and NYSESLAT preparation using test prep materials and practice exams. Both classes will be instructed by a certified dually certified ESL teacher and common branch teacher. All subject areas will be taught with close reading instruction and guided reading in all content areas. The Saturday academy will take place on 8 Saturdays throughout the school year from 9am-12pm. The after school program will take place on Thursdays (and selected Wednesdays) after school from 2:20pm-3:20pm. Instructional materials will be purchased to support social studies and science in content areas, as well as materials to prepare for the NYSESLAT. Some vendors we are using are: National Geographic Theme sets, Leveled Non-Fiction Libraries that promote literacy in beginner and intermidate ELLs. Some materials and strategies that will be used are teacher made lessons using interactive read-alouds, Thinking Maps, Guided Reading, sentence Deconstruction/Reconstruction and word play with BICS and CALP. Teachers will also facilitate students' acquisition of English by immersing them in interactive and "Juicy word" Read Alouds for vocabulary work and higher order thinking. Teachers will incorporate high order thinking with response to literature activities aligned to grade standards, and by engaging in needs-based interactive SmartBoard lessons and games to enhance their knowledge and facitily with English vocabulary and grammar. In the after school program students will also use technology to increase their English language skills by going on Rosetta Stone. All ELL families will be invited to parent workshops to have Rosetta Stone installed into their home computers in order for them to work with their children at home and to benefit the entire families English language skills.The Title III Saturday Academy and After School program will reach the diverse spectrum of English languages in our schoool comunnity and will provide "above and beyond" scaffolding for ELL students and Former ELL students to improve their overall achivement.

## 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

### Part C: Professional Development

- topics to be covered
- name of provider

Begin description here: \_

The teachers in the program will meet for a portion of the time (an average of 30 minutes) during the 80 minute Professional Development time on Mondays. Topics for professional development will include aligning lessons to the Common Core curriculum, implementation of best practices using ESL strategies, resources and techniques, analyzing various assessments and interpretation of data (including most recent NYSESLAT, ELA and Math results) to drive instruction, etc. These PD sessions will be run by the ENL teachers and ELL Coordinator Tara Weiss who will present current topics from research based articles and turn keying information from out of the building PDs. Teachers will also attend appropriate Professional Development workshops and meetings held by NYC DOE Department of English Language Learners and Student Support and Queens North Borough Field Support Center.

### 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: \_

We will conduct 3 workshops throughout the year for parents from 4:30pm-6:30pm. These workshops will be in addition to the mandated annual parent meetings as per CR-Part 154, Parent/Teacher conferences and all other Parent Engagment sessions on Tuesdays. Workshops will be conducted by 2 ESL teachers with bilingual support staff (Polish, Spanish) for any translations needed. In order to notify parents of these activities, bilingal flyers will be distributed. Each 2 hour long workshop will focus on a different theme connected to building the bridge between home and school and provide parents with home activities for families to engage in to support their child's learning. The themes we will be presenting are literacy, science, family reading and summer reading. We will also be providing Rosetta stone for the parents to install on their home computers in order for them to work with their child at home and increase their own English language learning. Parents will fill out a feedback form at the sessions to say if the sessions met their needs and what else could be helpful at future sessions.

### Part E: Budget

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

Allocation Amount: \$11 2 00

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)	- \$6,507.52 Saturday Academy: \$1,259.52	- Saturday Academy: 1 ESL teacher for 8 sessions, 3 hours each session.

**Part E: Budget**

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

Allocation Amount: \$11 2 00

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none"> <li>Per session</li> <li>Per diem</li> </ul>	<u>After school: \$5,038.08</u> <u>Parent Workshops: \$209.92</u>	<u>\$52.48 x 8 x 3 = 1,259.52</u> <u>Afterschool: 2 ESL teachers for 32 sessions, 1 1/2 hour each session.</u> <u>1 1/2 hours = \$78.72 per session.</u> <u>\$78.72 x 32 x 2 teachers =</u> <u>\$5,038.08</u> <u>Parent Workshops: 2 ESL teachers for 2 sessions, 2 hours each session.</u> <u>\$52.48 x 3 x 2 hours x 2 = \$209.92</u>
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	<u>\$3,000</u>	<u>Supplemental Materials for comprehension and vocabulary from National Geographic/Benchmark Education</u> <u>\$2,500</u> <u>ELA/NYSESLAT Test Prep Materials</u> <u>\$500</u>
Educational Software (Object Code 199)	<u>\$1,000</u>	<u>Rosetta Stone</u> <u>\$1,000</u>
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	<b><u>10,507.52</u></b>	<b><u>10,507.52</u></b>

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

**2015-16 AND 2016-17 SCHOOL YEAR**

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

## Part I: School ELL Profile

### A. School Information

District <b>24</b>	Borough <b>Queens</b>	School Number <b>113</b>
School Name <b>Anthony J. Pranzo</b>		

### B. Language Allocation Policy Team Composition

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

Principal <b>Alejandro Megias</b>	Assistant Principal <b>Nicola Lynch</b>
Coach <b>type here</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>Tara Weiss</b>	School Counselor <b>Renee Spira</b>
Teacher/Subject Area <b>Cara Fellner Foreign Language</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Connie Schwartz</b>
Related-Service Provider <b>type here</b>	Borough Field Support Center Staff Member <b>Giuvella Lisengang</b>
Superintendent <b>type here</b>	Other (Name and Title) <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	<b>3</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>3</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>0</b>
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	<b>1</b>	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

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

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	K <input checked="" type="checkbox"/>	1 <input checked="" type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input checked="" type="checkbox"/>
	6 <input checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input 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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Freestanding ENL	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	

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

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	41	<b>Newcomers</b> (ELLs receiving service 0-3 years)	31	<b>ELL Students with Disabilities</b>	6
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	10	<b>Long-Term</b> (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	31			10		6				0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 1

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

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

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

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

	K		1		2		3		4		5		6		7		8		TOTAL		
	ELL	EP	ELL	EP																	
SELECT ONE																				0	0
SELECT ONE																				0	0
SELECT ONE																				0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* EP=English proficient student

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

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): \_\_\_\_\_

Number of students who speak three or more languages: \_\_\_\_\_

### Freestanding English as a New Language

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

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

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

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

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

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

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
  - Our school uses Ready Gen, Fountas and Pinnell, the NYC Performance Task Assessments (MOSOL) and I Ready to assess the early literacy skills of our ELLs. The results tell us that children who have early English Language experience are more likely to do well on these assessments and therefore need authentic experiences in the English language. This information helps teachers plan effective differentiated lessons.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
  - Children who are not exposed to the English Language usually score at the Entering Level of the NYSITELL. For Kindergarten and Grade 1, the Reading part on NYSITELL and the NYSESLAT are more difficult than Listening and the Speaking parts. For Grades 2 and up the reading and writing have always been more difficult for children to pass.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 

The NYSESLAT results revealed ELLs strengths and weaknesses in specific modalities. Data indicates that listening and speaking are the easiest for these students. The same results revealed that reading and writing are the most difficult for everyone, including some of the ELLs at the more advanced levels. Instruction is differentiated in all subject areas for all students, including ELLs in order for students to make measurable gains. ELL students receive content instruction assessed in the different language modalities to ensure growth and progress in these areas as well as Stand-Alone ENL for Entering and Emerging students.
- For each program, answer the following:
  - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
  - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
  - What is the school learning about ELLs from the periodic assessments? How is the home language used?
    - Students who have a limited experience with the English Language find it very hard to pass the NYSITELL. The longer they stay in the program, however, the more exposure to English they have in class. As a result, there is a marked improvement in their performance. Reading and Writing continue to be more difficult parts of the test. ELLs perform better in their native language than in English.

- B. The school leadership team and the teachers may examine the results of the ELL Periodic Assessment to see how students fared. They use data to identify ELLs strengths and weaknesses. They can then refocus their attention toward helping the ELLs more effectively.
- C. An examination of the NYSITELL and NYSESLAT results from recent years revealed ELLs strengths and weaknesses in specific modalities. Data indicates that listening and speaking are the easiest for these students. The same results revealed that reading and writing are the most difficult for everyone, including some of the ELLs at the more advanced levels, Transitioning and Expanding.
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*.]
    5. The school uses data from both the NYSITELL, NYSESLAT and the state ELA and Math exams to guide instruction for ELLs with in the RTI framework. Teachers analyze trends in the students data over time as well as in their student work. The NYSITELL and NYSESLAT provide data in four language modalities that can show strengths and weaknesses for the ELL student. This requires collaboration between the ENL teacher, classroom teacher, and RTI instruction.
  6. How do you make sure that a student's new language development is considered in instructional decisions?
    6. Second language development is considered in instructional decisions by providing students with scaffolds in the classroom. These include visuals, Thinking Maps, tiered vocabulary word walls and other strategies for ELLs. The ENL teacher and classroom teachers use technology, such as I-Pads, to help with native language support as well as work together to ensure that proper strategies are used with ELLs and native language supports are provided as needed.
  7. For dual language programs, answer the following:
    - a. How are the English-proficient students (EPs) assessed in the target language?
    - b. What is the level of language proficiency in the target language for EPs?
    - c. How are EPs performing on State and other assessments?

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

Parents continue to request the ENL classes for their children. ELLs are receiving the help they need to be successful as indicated by the assessment data in all subject areas and progress on the NYSESLAT.

## Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide, ELL Identification* section.
  1. When a child, new to the NYC school system is enrolled, or a student who is re-enrolling into the NYC DOE after 2 continuous years not in a NY State school, a HLIS form is given to the parents to determine the language spoken at home. Tara Weiss, a certified ESL teacher assists with the completion of this form and conducts an oral interview with the parents and child in English as well as in the native language. SIFE status is also determined at this interview. We contact the Translation and Interpretation Unit to provide translation services for this interview if none are available at the school. In order to determine eligibility to take the NYSITELL, the certified ESL teacher will interview the student, review work (if student has an IEP with the Language Proficiency Team) and review the student's IEP. If it is determined that the child speaks a little or no English, then he/she is tested with the NYSITELL by the certified ESL Teacher. This is the child's Initial Assessment in the ELL Identification process. If a Spanish speaking child fails the NYSITELL, the Spanish LAB is administered by a certified teacher trained in the Spanish LAB. This is done to find out the child's language dominance. A child scoring at the Entering Level, Emerging Level, Transitioning Level and Expanding Level on the NYSITELL is qualified as an ELL. If a child is determined not an ELL from the NYSITELL the parents may request a re-identification within 45 days. Upon re-identification, student may be determined not an ELL or determined an ELL. Student may be re-evaluated 6 to 12 months after first re-evaluation to determine ELL status.
 

The frequency and amount of instruction time a student spends in the program depends on his/her proficiency level and is aligned with the NYS mandated requirement. In the Spring, ELL students take the NYSESLAT to measure their proficiency. If a student does not obtain proficient/Commanding on NYSESLAT and student does not obtain advanced/Expanding on NYSESLAT and 3 or 4 on ELA exam or the student continues as an ELL and takes the NYSESLAT and ELA exams until testing out. Once an ELL obtains Commanding level on the NYSESLAT or obtains Expanding on the NYSESLAT and a 3 or 4 on the ELA exam (grades 3-8) the student is determined to be a Former ELL. Former ELLs continue to receive support and ELL testing accommodations for 2 years.
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).

The school has a cross-disciplinary team of educators who coordinate their skills to plan a comprehensive approach. This team should consist of ESL/bilingual education coordinators and teachers, guidance counselors, social workers and other educators who will be serving this population. They will analyze the students prior education and past academic history, as well as communicating with parents/guardians about the students past education. Teachers will look at the students NYSITELL score, MOSOL scores, lready performance as well as analyze student work and monitor how they function in the classroom. This will include such variables as age upon arrival, mobility, years of schooling at time of entry into an English language school system, and the type and scope of content learned in both their native country and in the United States, among other variables. Through looking at these assessments, past educational background and the students performance the Teachers and administrators will determine SIFE status.

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).

If a newly enrolled student has an IEP and a home language that is not English the LPT members will review the evidence of the student's English language development. The LPT will either recommend the student take the NYSITELL or they will recommend the student not take the NYSITELL. Students who take the NYSITELL will have their ELL status determined by the assessment. Students who are not recommended to take the NYSITELL will have the LPT's recommendation sent to the principal for review. The principal, upon review, will determine if the student will take the NYSITELL. Upon review, the principal determines the student should not take the NYSITELL this determination is sent to the superintendent or designee for review. The parent or guardian is notified within 3 days. The superintendent or designee will determine if the student should take the NYSITELL. Upon review, the superintendent or designee will determine if the student should not take the NYSITELL and ELL identification is terminated. The LPT members include: ENL Teacher, Assistant Principal and the School psychologist.

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.

4. When the NYSITELL is scanned and a score is determined the ENL teacher distributes entitlement and non-entitlement notifications to the parents in their home language within five days of enrollment. Included with the entitlement letter, parents are invited to a Parent Orientation in order to learn more about NYC DOE's ELL program options and to complete the Program Selection Form and Parent Survey. Copies all these letters are kept.

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).

Included in the Entitlement letter, parents are informed that they have the right to appeal and ELL status within 45 days of enrollment. The letters are sent home in the home language or preferred language of the parents.

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.

6. After the NYSITELL is administered (within 4 days of school starting) and scored the entitled students parents receive an invitation to the Parent Orientation in their native language with a slip confirming their attendance or rescheduling for a meeting at another time. If the parent does not send the child in with the slip a call is made home to the parents in the native language to confirm or reschedule. When parents attend the Parent Orientation they view the Program Choice video in their home language, are given the ELL program brochure in their home language which describe the three ELL program choices (Transitional Bilingual, Dual Language, Freestanding ENL). We contact the Translation and Interpretation Unit to provide translation services for this meeting, or to set up another meeting with the parent, if none are available at the school.

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 Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

7. When all parents understand the different components, Program Selection Forms, Parent Surveys (in the Native languages) are distributed and completed at the Orientation Meeting, so parents can choose the appropriate program for their children. Parents who cannot attend the Orientation Meeting receive the forms from their children or by mail. Calls and /or written requests are made to ensure that all forms are returned. Completed entitlement letters, Parent Surveys, and Program Selection Forms are maintained. Parent choice results are also entered on the ATS system. If a parent does not attend the Parent Orientation the ENL teacher will call the parent, using the Translation and Interpretation Unit to schedule a time to meet and present them with the Parent Orientation. If the parent does not respond to multiple phone calls in their native language, a default letter will be sent home and kept on file at the school. Our school does not have a bilingual program so the students will be placed in ENL until the parent responds to the letters.

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

8. If a parent does not attend the Parent Orientation the ENL teacher will call the parent, using the Translation and Interpretation Unit to schedule a time to meet and present them with the Parent Orientation. If the parent does not respond to multiple phone calls in their native language, a default letter will be sent home and kept on file at the school. The Default letter states that the student will be placed into ENL in our school as it is the only program we currently have due to our population of ELLs.

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

9. The ENL teacher distributes placement parent notifications to the parents of ELLs in the ir native language with in ten days of enrollment. A copy is kept on file at the school.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
10. The ENL teacher and the Pupil accounting secretary work together to main the files of all ELL students and ELL document ation (i.e., HLIS, non-entitlement letters).
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.  
11. All ELL students take the NYSESLAT in the spring, within the allotted time frame provided by the state, to determine English Language Proficiency. The certified ENL teacher schedules students to take all sections of the exam in the proper grade band, setting and with all modifications necessary in all four modalities: reading, writing, listening and speaking. A letter with the schedule is sent home prior to the exam with the student, in the home language, to inform parents of the schedule and ensure attendance and preparation.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
12. The ENL teacher distributes entitlement and non-entitlement notifications to the parents in their home language within five days of enrollment. Copies of all letters are maintained by the school.
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).  
13. ELL parents have always requested the Freestanding ENL after being presented with all three options at the Parent Orientation. In the year 2015-2016, 20 of the parents (of the 22 new ELL students) chose the Freestanding ENL program after being presented with information about all three programs available in NYC in the native languages. One choose Dual Language as their first choice(for their 2 new ELL students). Each parent was presented with the option of sending his/her child to another school offering those programs. Each parent chose to keep his/her child at PS/IS 113Q to participate in the Freestanding ENL 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]).
- Freestanding ENL program.
    - At PS/IS 113Q, we utilize a pull out program model. Our small population of ELL students is represented in almost every grade and by several different languages. A pull out program serves our students' needs. The ENL teacher and the classroom teacher work closely to plan curriculum alignment to ensure that all instruction meets the literacy and content area needs of our ELL students. Our Freestanding ENL program is a pull out program with students of two consecutive grade bands receiving Integrated and Stand-Alone ESL instructed by a certified ENL teacher who has a common branch liscense as well. ELL's are grouped heterogeneously (mixed proficiency levels). All ELL students receive 180 minutes of Intergrated ESL and Entering and Emerging ELL students receive another 180 minutes of Stand-Alone ESL. Former ELLs receive 90 minutes of Intergrated ESL. Our 2 nd grade ELLs receive 180 minutes of Intergrated and 180 minutes of Stand-Alone ESL from a certified ENL teacher who is also their classroom teacher.
  - TBE program. *If applicable.*  
N/A
  - DL program. *If applicable.*  
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
- How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

2. The ENL teacher is a certified common branch teacher as well and provides 180 Intergrated ESL/ELA instruction to Entering, Emerging, Transitioning, and Expanding ELLs. Former ELLs receive 90 minutes of Intergrated ESL/ELA instruction. Entering and Emerging ELLs receive another 180 minutes of Stand-Alone ESL from the certified ENL teacher. Our 2<sup>nd</sup> grade ELLs have a dual certified ENL classroom teacher. The Entering, Emerging, Transitioning, and Expanding 2<sup>nd</sup> grade ELLs receive 180 minutes of Intergrated ESL/ELA embedded into their classes ELA time. Entering and Emerging 2<sup>nd</sup> grade students receive another 180 minutes of Stand-Alone ESL from their ENL certified classroom teacher. 2<sup>nd</sup> grade Former ELLs receive 90 minutes of Intergrated ESL/ELA from the certified ENL classroom teacher as well.

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.

3. The ENL teacher plans his lessons in the different content areas using English as the medium of instruction. Our students go through a rigorous Common Core based curriculum. Instruction includes read aloud, partner reading, individualized reading, guided reading, interactive reading, accountable talk, collaborative learning, as well as modeling which allows the students to develop basic interpersonal communication skills and cognitive academic language proficiency. The ENL teacher utilizes a variety of instructional materials including communication skills and cognitive academic language proficiency. The ENL teacher utilizes a variety of Common Core based instructional materials including Code X, Ready Gen, Go Math, manipulative for math and science, computers technology, leveled library books and Common Core non-fiction texts. Classroom teachers differentiate instruction for ELL students. Peer instruction and cooperative learning with other students helps facilitate English acquisition. Some content area materials are available in our languages. Where appropriate, ELL students are provided with translated versions of current curriculum materials in order to ease the acquisition to English (e.g. science curriculum materials are available in Spanish and provided to students when appropriate). The ENL teacher works closely with classroom teachers to integrate content area work in ELA with ENL instruction to make it more comprehensible.

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

4. Spanish speaking students who failed the NYSITELL are tested with the Spanish LAB to determine their language dominance. Children who speak other languages bring their knowledge and skills from prior learnings to their ENL classes. Ideas, skills and knowledge are used for evaluation purposes. Native language serves as support for the child in the ENL class. The teacher can involve a new student in class activities by allowing him to respond through drawing, reading, retelling in the native language. All teachers utilize technology, such as Ipads, to translate vocabulary words and content for newcomers students.

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

5. The ENL and classroom teachers provide content based instruction in all four modalities (reading, writing, listening and speaking). The students are given opportunities to practice and master the different modalities through strategies such as turn and talk, using technology to watch videos, writing prompts and meaningful experiences in the different modalities through content.

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
6. A. N/A

B. ELLs in the US less than three years are targeted for Foundations classes and targeted lessons during Stand-Alone ESL.

C. For ELLs receiving service 4-6 years, classroom teachers and ENL teachers target lessons, skills and strategies to help students prepare for state exams and meet the common core standards in ELA. In addition, the ENL teacher provides additional language skills practice to foster fluency and comfort in the English Language.

D. The ENL teacher identifies the special needs of these students and provides differentiated skill lessons. This is to bring success and raise the achievement level of these students.

E. Former ELLs are given all testing accommodations and receive 90 minutes of Intergrated ESL/ELA from the ENL teacher in order to meet common core standards and prepare for state exams.

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

The ENL teacher and the classroom teacher will work together to monitor the students progress throughout the school year. Both teachers will keep records of the students progress in all four language modalities, as well as in the core subject areas. The ENL teacher and classroom teacher will analyze the data from running records, MOSOL exams, I-ready and other forms of assessment to ensure that the student's academic progress has not been adversely affected by the re-identification process.

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?

education materials correspond to our ELL students' ages and grade levels. Teachers use common planning to discuss content area texts which include just right, common core non-fiction books. Teachers discuss skill strategies and best practices for all students including ELLs and SWDs. Some examples would be utilizing small group instruction, one-on-one instruction, and peer group work to enable ELL-SWDs to receive content area instruction that best meets their needs. ELL-SWDs are included in mini lessons to model the skill to demonstrate understanding. Teachers incorporate accountable talk in their instructional classroom activities. Teacher teams are developing rigorous Common Core tasks for challenging and in depth classroom activities that include ELLs and SWDs

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

Our school differentiates instruction to reach out to the diverse needs of our students, especially the ELLs and SWDs. We provide our students with carefully planned next step activities that are rigorous. ELLs, SWDs and other children from mainstream classes. The ESL teacher works with the Special Education to ensure that IEP goals are being met

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

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

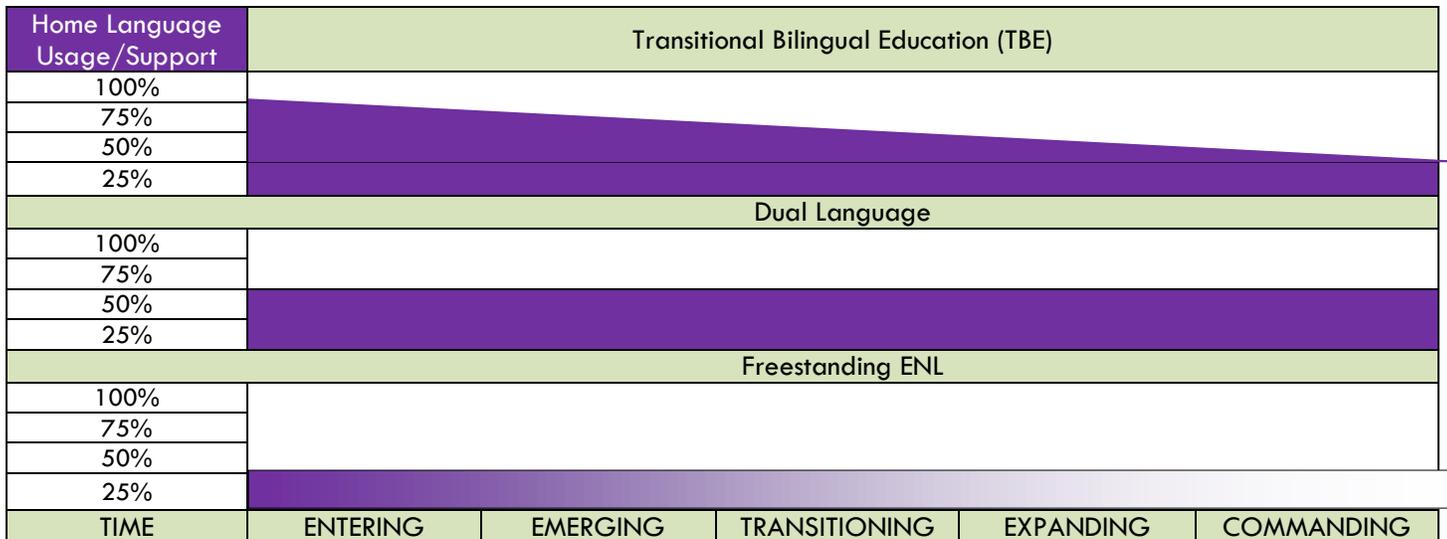


\*Note: “other approved services” does not apply to New York City at this time.

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.  
10. Targeted interevention services for ELL students include: Foundations (K-2); Rosetta Stone; I-ready and other technology based instruction. These programs are provided to any ELL student as needed. Need is determined by data from assessment exams in ELA, Math, Science and Social Studies, the NYS ELA exams, NYS Math exams, the NYSESLAT, teacher observation and evaluation of student work. Instructions are in English.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
11. Our current ENL program is content based but scaffolded to meet the needs of the diverse ELL population of our school. Students receive language support throught strategies that foster language development and understadning, while being exposed to Common Core based curriculum. The success of the program as seen through the data collected from the NYSESLAT.
12. What new programs or improvements will be considered for the upcoming school year?  
All ENL services will continue and will be based on the rigor of the Common Core.
13. What programs/services for ELLs will be discontinued and why?  
N/A
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
ELL students are afforded equal access to all school programs such as all after school and supplemental services offered at PS/IS 113Q. At PS/IS 113Q we have a diverse staff with a range of languages spoken who are able to provide native language support to our ELL students and ensure involvement in all programs and events.
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 used to support ELLs include: Rosetta Stone, Leap Frog, StarFall, I-ready, as well as literature books, tapes, picture cards, read alouds, and close reading. Content area materials are provided in English. Where available and appropriate, translated versions of curriculum materials are offered to students.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
Native languauge support is provided in our program. Children read books, magazines, newspapers and comics in their native languages. They retell the stories that they read in English. They translate words, phrases, sentences, and even stories from many genres from their native language into English. Bilingual dictionairies are available to assist students as well as native language library books.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
Our educational materials corresspond to our ELL students' ages and grade levels. Required services and support are tailored to an ELL students' age and grade level. The guidance counselor services small groups according to their age and grade. OT and PT services are provded one to one or in a small group setting by age or grade level. Speech services are provided according to need within appropriate age and grade level.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).  
We provide an Orientation Meeting for our newly enrolled ELLs and their parents. At this meeting, parents are given the school handbook, which is available in several languages including Spanish, Russian and Chinese. This handbook informs them about the school policies.
19. What language electives are offered to ELLs?  
All Grade 7 and 8 students take Spanish, Gradie 6 and 7 take Art.
20. For schools with dual language programs:
- What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
  - In which language(s) is each core content area taught?
  - How is each language separated for instruction?
  - Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
  1. Professional development takes place throughout the year on Mondays from 2:20-3:40pm and during the following times: November (Election Day PD) and June (PD Day). All staff, including assistant principals, teachers and paraprofessionals, participate in the professional development. Workshops include topics specifically relevant to the ELL student as well as content specific topics such as Go Math, Ready Gen, I-ready(technology based program), Common Core standards in both ELA and Math. Each topic include best practice strategies for the teaching of ELL students. Additionally, professional development will be offered to meet the individual needs of our staff as part of our ongoing customized PD program. When a new ELL student enrolls at PS/IS 113Q, teachers can receive resources, learning strategies and instructional guidelines to enhance the education of that student. We achieve this by collaborating with the ESL teacher, professional developer, other staff members and administration in a thorough and timely manner.
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?
  2. Professional development is offered to teachers of ELLs as they engage in the Common Core Learning standards through workshops on topics such Go Math and Ready Gen. The ENL teacher attends PD's from the Borough support office to discuss ELLs and the Common Core strategies which include strategies and scaffolds for the ENL teacher and all staff to with ELLs. The ESL teacher also attends PD's organized by NYC DOE on ELL specific Common Core strategies such as Non-Fiction Comprehension for ELLs.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
  3. Since we are a PS/IS school with Kindergarten-8th grade, we ensure that all of our students will continue to receive the same services and support as always. We are preparing our current 8th grade students, including ELLs, for the transition to high school through meetings, workshops, fairs, and other school events. The guidance counselor works closely with students on the high school application process. The parent coordinator reaches out to inform the parents of fairs and events. The administration of PS/IS 113Q has consistently supported its staff by providing whatever resources are needed to accomplish its goals. Elementary students prepare for Middle School by increasing independent work time and promoting responsible behaviors for all students. ELLs of all grade levels , and all students, are explicitly shown and modeled what is expected of them both socially and academically as students transition into the upper grades. The guidance counselor provides knowledge of the High School application process and providing information about ELL programs and instructional needs as the students transition 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.
  4. All staff are able to avail themselves of all professional development opportunities. This exceeds the requirement of 7.5 to 10 hours as mandated as per Jose P. Topics can include: How Can I Get to Know My English Language Learners, How Do Cultural Differences Affect Teaching and Learning? How Can I Ease Newcomers Into the Routines of My Classroom? What Do You Know When You Know Language? Learning a Second Language in School, The ELL and the Common Core Standards. Attendance sheets and agendas are maintained to serve as a record of professional development and provided by the DOE. Teachers attend PD weekly on Monday afternoons are ELL topics are embedded into the school-wide PD's. The ENL teacher also provides PD during the Monday PD sessions.

### 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?

All teachers at PS/IS 113 meet with parents during Parent Engagement time on Tuesdays from 2:20pm-3:00pm. The ENL teacher meets with parents throughout the school year on these Tuesdays to discuss students progress, assessments and behavior. If needed, all teachers call the Translation and Interpretation Unit to meet with parents.

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.

Both the ENL and classroom teachers keep records and notes of meetings or phone calls with parents which include what is discussed and goals for the student. If needed, all teachers call the Translation and Interpretation Unit to meet with parents.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parents are integral part of our PS/IS 113Q community. We have an active and involved PTA. ELL parents are encourage to attend PTA meetings, volunteer for school functions and participate in school trips. Our parent coordinator distributes a monthly newsletter informing parents of upcoming school and parent involvement.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?  
N/A
5. How do you evaluate the needs of the parents?  
We evaluate the needs of our parents through attendance at meetings, opinion surveys and questionnaires. The parent coordinator is always available to meet with parents to answer questions and determine their needs in a useful, thorough and timely manner.
6. How do your parental involvement activities address the needs of the parents?  
Correspondence for parents is provided in different languages. The parent coordinator works closely with the ESL parents and teacher of ELL students to ensure that their concerns are heard and their needs met. ELL parents are provided with translated meeting agendas and handouts. Translation services are available during parent teacher conferences.

### D. Additional Information

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

Paste response here:

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

*Requirement under Chancellor's Regulations – for all schools*

DBN: **24Q113** School Name: **Anthony J. Pranzo**  
Superintendent: **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](http://www.learnndoe.org/tiu/lac)) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

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

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

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

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

The ENL teacher works with the Pupil accounting secretary when parents register their students. The ENL teacher conducts an interview with both the student and parent before the HLIS form is filled out. If the parent is unable to communicate in English the ENL teacher calls the Translation and Interpretation Unit. All parent information is filled out in the preferred language and any questions are answered using the Translation and Interpretation Unit phone number if needed. Teachers and staff also look at ATS Report of Preferred Languages, Blue Card data, Parent Surveys, and Teacher Surveys.

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.

English, Polish, Chinese, Arabic, Italian and Spanish.

## Part B: Creating a Communications Calendar

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

Student handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates and all over curriculum notices and letters from the school leadership. At PS/IS 113 we use the Translation and Interpretation Unit if we do not have a staff member who can translate the documents needed. We submit translation requests to the Translation and Interpretation Unit at least two weeks ahead of time.

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.

At PS/IS 113 we use the Translation and Interpretation Unit if we do not have a staff member who can translate the parents preferred language. All teachers meet with parents during Parent Engagement time on Tuesdays from 2:20pm-3:00pm. Parents of ELLs are invited into the school to meet with all teachers. Parent teacher conferences are conducted on September 17<sup>th</sup> November 4<sup>th</sup> and March 2<sup>nd</sup>. The ELL Parent Orientation is also held on September 22<sup>nd</sup>.

## Part C: Providing Language Assistance Services

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

At PS/IS 113 we use the Translation and Interpretation Unit if we do not have a staff member who can translate the documents needed or translate orally.

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.

At PS/IS 113 we use the Translation and Interpretation Unit phone number if we do not have a staff member who can translate the documents needed or translate orally.

## Part D: Training Staff on Policies and Procedures

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

The ENL teacher and Parent Coordinator provided all staff members with the Translation and Interpretation Unit phone number and are available to help any staff member who needs assistance. The ENL teacher will also provide PD to the staff about Translation and Interpretation unit.

## Part E: Providing Notice of Language Assistance Services

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

### Checklist of Notification Requirements

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

At PS/IS 113 we use the Translation and Interpretation Unit if we do not have a staff member who can translate the documents needed or translate orally.

## Part F: Monitoring and Quality Control

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

At PS/IS 113 we use the Translation and Interpretation Unit if we do not have a staff member who can translate the documents needed or translate orally. All ELL parent letters and surveys are sent home in the preferred language of the parent. All staff members will communicate with parents and find out about the translation and interpretations they prefer for future communication.