

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

27Q146

School Name:

P.S. 146 HOWARD BEACH

Principal:

MARY KEEGAN

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

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

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)

Section 1: School Information Page

School Information

School Name: The Howard Beach School School Number (DBN): 27Q146
Grades Served: Pre-K -8
School Address: 98-01 159 Avenue
Phone Number: (718) 843-4880 Fax: (718) 641-0901
School Contact Person: Mary Keegan Email Address: mkeegan@schools.nyc.gov
Principal: Mary Keegan
UFT Chapter Leader: Eileen Bohan-Perini
Parents' Association President: Sallyann Sinisgalli and Suzanne Cohen
SLT Chairperson: Jessica Guando
Title I Parent Representative (or
Parent Advisory Council
Chairperson): N/A
Student Representative(s): N/A

District Information

District: 27 Superintendent: Mary Barton
Superintendent's Office Address: 8201 Rockaway Blvd. Ozone Park, NY 11416
Superintendent's Email Address: Mbarton@schools.nyc.gov
Phone Number: (718)642-5770 Fax: (718) 348-2994

Borough Field Support Center (BFSC)

BFSC: Queens South Director: Marlene Wilks
Director's Office Address: 8201 Rockaway Blvd. Ozone Park, NY 11416
Director's Email Address: mwilks@schools.nyc.gov
718-642-5839
Phone Number: _____ Fax: (718) 281-3509

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)
Mary Keegan	*Principal or Designee	
Eileen Bohan-Perini	*UFT Chapter Leader or Designee	
Sallyann Sinisgalli	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Mitchell Katcher	Member/ Assistant Principal	
Kerry Gannon	Member/ Teacher	
Jessica Guando	Member/ Teacher	
Anna Maria DiCasoli	Member/ Parent	
Jeanine Farinaccio	Member/ Parent	
Mary Hansen	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Rosa Capone	Member/Parent	
	Member/	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

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

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE’s Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

P.S. /M.S. 146Q, The Howard Beach School, is a school that takes pride in being a neighborhood school that is a "second home" for our students. Our goal is to develop the "whole child" both academically and socially. Our staff takes great pride in knowing their students and watching them grow throughout their elementary years through middle school. The mission of P.S./M.S. 146Q is to encourage a desire for learning, academic excellence, and respect for one another. Our Instructional Focus is to design formal and informal writing opportunities across the curriculum which result in writers who are strategic thinkers and can communicate effectively using logical structures.

In developing the Professional Learning plan for the school year, the Instructional Focus is the core of the plan. Teacher training on The 6 + 1 Traits of Writing in kindergarten through grade five as well as Writing Is Thinking through Strategic Inquiry in grades six through eight will be provided by the Principal, Assistant Principals and Lead Teachers. Throughout the course of the school year, teacher leaders attend borough based Professional Learning Opportunities in both ELA and Mathematics. Topics to be presented include questioning techniques and strategies, student engagement and formative assessment. The Lead Teachers, in turn, provide training to their colleagues on the material presented. As a result of this training, the school has established some school wide protocols for questioning that are consistent throughout the grades. For example, all grades utilize Blooms Taxonomy questioning prompt cards and posters that are utilized to deepen the level of conversations and engagement during discussions.

After analyzing State Exams, class work and other formative and summative assessment data, writing was identified as an area of concern for our school. Teacher Leaders and an Assistant Principal attended Central training on the Teaching Basic Writing Skills program. After attending the training, attendees met for several consecutive Professional Learning sessions to devise a plan for classroom implementation of the program as a "pilot" in their classrooms and then turnkey the highlights of the program to the remaining staff members. After sharing the program with grade level Teacher Teams, curriculum maps were adjusted to reflect the components of the program. All grades will implement the specific lessons in the upcoming school year. In addition, a review of the data revealed that students who received SETSS (Special Education Teacher Support Services) were not making adequate gains in the "pull out" program that was in effect during in past years. As a result, the SETSS program was changed to a "push in" program that supported students in achieving their IEP (Individual Education Plan) goals within their regular classroom. Preliminary state data suggests an increase in SETSS students that have "Met the Standards for Promotion." Further examination of the success of this change in SETSS implementation will occur when we receive the official State results. Adjustments to the program will be made based upon this data.

We believe that teacher collaboration is essential for student success. The Teacher Teams at The Howard Beach School meet weekly to plan and design instruction that meets the individualized needs of each learner. During the 2014-2015 school year, we enlisted the support of a consultant to specifically work on strengthening the Teacher Teams at P.S. /M.S. 146 with a focus on Looking at Student Work. Teams focused on the gaps in learning identified by a protocol and established a strategic action plan for student improvement. Curriculum maps were modified based upon the identified gaps in learning. Throughout the course of the year, teams also adjusted curriculum maps based upon formative and summative data as well as the professional learning experiences provided within the school by colleagues.

In order to promote the social and behavioral development of our students, 2015 marked the introduction of a school wide PBIS (Positive Behavior Intervention Supports). A PBIS Team surveyed staff and students to establish expectations for behavior in classrooms, hallways, bathrooms and the lunchroom. Students earned "Blue Hawk Bucks" to acknowledge that they met the established expectations. Students worked towards earning enough "bucks" to exchange for specific acknowledgements which include "shout outs" on the PA system, selecting a morning song to be played over the PA system, Pizza with the Principal, a Class Ice Cream party, and much more. The program has made a tremendous difference in the overall climate of the school. We look forward to beginning the 2015-2016 school year with this program in place.

Thanks to our local Council Member, Eric Ulrich, P.S. /M.S. 146Q has partnered with the Intrepid Sea, Air and Space Museum to provide our fourth grade students with a CASA (Cultural After School Adventure) program in which they learned all about life aboard the Intrepid and included three Saturday trips to the Intrepid Air and Space Museum. Other after school programs this year included an SASF (Sports and Arts in Schools Foundation) program for our elementary school students and B & G (Boys and Girls club) for our Middle School students. All three partnerships support our students to grow both academically and socially and will continue in the 2015-2016 school-year. All of these aspects have contributed to a more positive school culture at The Howard Beach School. We continually strive to put the needs of our students first in order to develop the “whole child.”

27Q146 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05,06,07,08	Total Enrollment	691	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	N/A	# Integrated Collaborative Teaching
				17
Types and Number of Special Classes (2014-15)				
# Visual Arts	7	# Music	2	# Drama
				4
# Foreign Language	9	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	1.2%	% Attendance Rate		93.6%
% Free Lunch	41.1%	% Reduced Lunch		15.1%
% Limited English Proficient	2.0%	% Students with Disabilities		23.9%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.6%	% Black or African American		2.3%
% Hispanic or Latino	32.0%	% Asian or Native Hawaiian/Pacific Islander		2.7%
% White	62.0%	% Multi-Racial		0.4%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	1.28	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	2.0%	% Teaching Out of Certification (2013-14)		16.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		8.56
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	33.3%	Mathematics Performance at levels 3 & 4		37.6%
Science Performance at levels 3 & 4 (4th Grade)	97.7%	Science Performance at levels 3 & 4 (8th Grade)		76.9%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	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.
 - Thirty seven percent of all students met the standards on the 2015 NYS ELA Exam.
 - June 2015 Fountas and Pinnell results identified 23.08% of classes grades K-8 did not make at least one year’s growth in reading levels. With the greatest deficits occurring in grades 1, 3 and 4.
 - Advance data from June 2015 identified components 3b, 3c and 3d as areas with the least number of teachers rated Highly Effective.

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, 100% of teacher teams will collaborate weekly in order to analyze student work aligned to the CCLS that demonstrate complex thinking and active intellectual engagement by students in ELA as evidenced by progress of at least one year of growth for at least 65% of students based on Fountas and Pinnell Reading Assessment.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>The Fountas and Pinnell Leveled Literacy Intervention will be utilized by two licensed Reading Teachers for small group instruction with students identified as the lowest third of general education students in grades 1-4. Students will be administered the F&P Benchmark assessment in September of 2015. Parents will be notified of assessments results and intervention being offered to their students. Workshops will be offered to parents to explain the intervention and expected progress of students. The reading Teacher will communicate with families to let them know supports that they can provide to assist their children.</p>	<p>Students identified based on Fountas and Pinnell levels in grades one through four.</p>	<p>Twelve to twenty weeks based on need.</p>	<p>Reading Teachers, AP for grades one through four.</p>
<p>Teacher Teams will meet weekly for a minimum of 50 minutes to assess grade specific student work aligned to the CCLS. Teams will utilize a protocol to identify strategy effectiveness based on student performance and next steps needed to modify lessons and curriculum maps.</p>	<p>Teacher Teams grades K-eight</p>	<p>Weekly September 2015 through June 2016</p>	<p>Grade level supervisor and grade team leader</p>
<p>Mind-play Virtual Reading Coach (MVRC) will be offered to students identified as needing intervention based on being two or more levels below grade level in grade five. Using instructional software, every learner receives individualized instruction with a unique prescriptive reading plan created especially for them. The primary goal of MVRC is to develop the five essential components of reading instruction needed to be a successful reader.</p>	<p>Grade five Students identified based on NYS 2015 ELA scale scores.</p>	<p>Twelve to twenty weeks based on need.</p>	<p>Data specialist Grade level supervisor Classroom teachers</p>
<p>AIS provided by a IEP Teacher utilizing the Fountas and Pinnell Reading Program with students in grades six and seven identified as the lowest third based on the 2015 NYS ELA Exam scale score. Parents will be provided an overview of the program as well as supports that they can implement with the children at home. Parents will</p>	<p>Students in grades six and seven identified based on 2015 NYS ELA Exam</p>	<p>Beginning October 2015 until deemed no longer necessary based on progress monitoring</p>	<p>IEP Teacher and the Grade level supervisor</p>

receive updates on the progress their students are making towards the goals set.			
146Q has collaborated with the Boys and Girls (B&G) Club to provide ELA academic support to students in grades six, seven and eight after-school. Two middle school teachers and counselors from B&G will provide intervention two days per week utilizing the iready Program.	Students in grades 6, 7, and 8 based on 2015 NYS ELA and math scale scores.	Weekly September 2015 through June 2016	Principal, Director of the B&G Club, after-school academic intervention service providers.

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.											
Purchase of the instructional resource, Fountas and Pinnell Leveled Literacy System. Scheduling of weekly teacher teams meetings. Utilizing Tax Levy funds to support 2 two F/T Reading teachers to provide AIS to identified students.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	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.
The Fountas and Pinnell assessment will be administered in September 2015, January 2016 and June 2016 to determine ELA progress for all students based on grade level expectations with a minimum increase of at least three reading levels. In addition, to monitor the success of interventions being provided, interim F&P running records will be administered to students receiving AIS.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

Part 2 – Annual Goal

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

Part 3 – Action Plan

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

Part 4 – Budget and Resource Alignment

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

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

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

Part 5 – Progress Monitoring

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

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

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

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

Part 1 – Needs Assessment

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

The 2014-2015 Principal Performance review indicated the need to further refine teacher ability to monitor student understanding during the lesson.

The 2015 NYS Math Exam indicated an eight percent increase school wide in the area of mathematics which is attributed to analysis of student work and planning conducted during teacher teams .

During the 2014-2015 school year, our teacher teams were strengthened by the support of Creative Education consultant, Ann Grayson. Teachers effectively engaged in the inquiry cycle in looking at mathematical practices being implemented. Teacher Teams will transfer their expertise in looking at student work to focus on writing using 6+ 1 Traits of Writing.

Part 2 – Annual Goal

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

By June 2016, 100% of our teachers will engage in weekly collaborative professional learning opportunities to analyze student work, revise curriculum and refine assessments to enhance the level of instruction as evidenced by a 15% increase in students meeting and exceeding the expectations of the 6+1 Traits of Writing Rubric on the EOY (End of Year) writing assessment.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Teacher Teams will analyze student writing using the 6+1 Traits of Writing Rubric. A writing baseline will be administered in September 2015 and scored using this rubric in order to identify starting points for instruction based upon students' strengths and needs. A MOY (Middle of the Year) writing assessments will be administered in January 2016 to identify students' progress and to plan for next steps. An EOY (end of Year) writing assessment will determine overall progress.</p> <p>Teams will analyze student work and exemplars from Engage NY for clear expectations of writings that meet the CCLS. Teams will provide specific feedback on student work analyzed to clarify next steps.</p> <p>Data will be shared on the PS146Q Google Drive; all services providers will have access to inform their instruction.</p>	<p>Teachers</p>	<p>September 2015 – June 2016</p>	<p>Administration, Lead Teachers</p>
<p>The IEP teacher will meet with all teacher teams monthly to share strategies and scaffolds to support for SWD and at-risk students; such as, giving word banks/phrases to students that need to support in using academic language when creating a viable argument.</p>	<p>Teachers</p>	<p>November 2015 – June 2016</p>	<p>Administration, IEP Teacher</p>
<p>Monthly parent workshops will be offered to present the rubric (6+1 Traits of Writing) being utilized to assess student writing and strategies needed to master the standards.</p> <p>Student writing progress will be shared with parents; teachers will reach out to families on Tuesday to schedule student lead conferences to encourage students to take responsibility for their learning.</p>	<p>Families</p>	<p>November 2015 – June 2016</p>	<p>Administration, Teachers</p>

Part 4 – Budget and Resource Alignment

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

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

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>By February 2016, 100% of our teachers will engage in weekly collaborative professional learning opportunities to analyze student work, revise curriculum and refine assessments to enhance the level of instruction as evidenced by a 10% increase in students meeting and exceeding the CCLS for writing utilizing the 6+1 Writing Traits Rubric.</p> <p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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.

The 2014-2015 Principal Performance Observation identified teacher pedagogy as an area for improvement (1.2). Rigorous instruction and deeper level questioning and discussions were observed; however it was not consistent across classrooms.

Additionally, June 2015 data identified components 3b, 3c and 3d as areas with the least number of teachers rated Highly Effective.

89% of all observations in 3b: Using Questioning and Discussion Techniques were rated Effective / Highly Effective; of which 3% of observations were Highly Effective.

91% of all observations in 3c: Engaging Students in Learning were rated Effective / Highly Effective; of which 6% of observations were Highly Effective.

94% of all observations in 3d: Using Assessment in Instruction were rated Effective / Highly Effective; of which 8% of observations were Highly Effective.

Part 2 – Annual Goal

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

By June 2016, the administrative team will use Advance Data to develop opportunities for teachers to participate in internal and external professional learning to develop a deeper understanding of their professional practice as evidenced by 10% increase in the total observations being rated highly effective in component 3b: Using Questioning and Discussion Techniques.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>The administrative team will review Advance data from June 2015 and throughout the 2015-2016 school-year to determine which components from Danielson’s Framework for Effective Teaching are strength and challenges across grades in order to differentiate and modify professional learning activities based on teacher needs.</p> <p>Administration will discuss at Cabinet meetings the effectiveness of feedback to teachers. Administration will reflect on the impact their feedback had on student learning. Trends of teacher effectiveness in the Self-Contained and ICT classroom will be analyzed; administration will each select three students with disabilities to track progress throughout the year. Analysis will include effectiveness of feedback and next steps to students; and examination of effectiveness of strategies and scaffolds to enhance student learning will be reviewed.</p>	<p>Teachers</p>	<p>September 2015 – June 2016</p>	<p>Administration</p>
<p>Professional learning activities will be planned and scheduled for Monday as per the UFT Contract. Tuesday professional learning activities will be provided based on teacher need</p>	<p>Teachers</p>	<p>September 2015 – June 2016</p>	<p>PLC, Administration, Lead Teachers</p>
<p>Inter-class and inter-school professional learning opportunities will be made available to teachers based on need determined by observations utilizing Danielson’s Framework for Effective Teaching as well as by teacher request for additional support.</p>	<p>Teachers</p>	<p>September 2015 – June 2016</p>	<p>Administration</p>
<p>Monthly workshops will be offered to parents on reading strategies to support their child at home. Excerpts from upcoming units will be used as models for parents; teachers will demonstrate close reading strategies students will be expected to use. Rationale for rigorous questioning of complex texts will be explained as keeping students on the pathway for College and Career success.</p>	<p>Families</p>	<p>September 2015 – June 2016</p>	<p>Teacher Teams</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.

Teacher leaders, Parent Coordinator, Administration

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

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

Part 5 – Progress Monitoring

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

By February 2016, the administrative team will use Advance Data to develop opportunities for teachers to participate in internal and external professional learning to develop a deeper understanding of their professional practice as evidenced by 5% increase in the total observations being rated highly effective in component 3b: Using Questioning and Discussion Techniques

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.

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.

Part 3 – Action Plan

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

Part 4 – Budget and Resource Alignment

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

--

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

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

Part 5 – Progress Monitoring

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

--

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Fountas and Pinnell Level NYS ELA Exam	AIS Reading Teacher Mindplay Virtual Reading Coach Guided Reading	Small Group Individual Small Group Individual	During the School Day During the School Day During the School Day During the School Day And after school
Mathematics	NYS Math Exam BOY Baseline assessments	Reflex Math Fluency I Ready Online Math	Individual Individual	During the School Day During the School Day and after school
Science	Based on the Academic Policy Guide, students that score below a level 2 on the NYS Assessments will receive AIS.	Through AIS students will be exposed to additional science informational texts. The content will be targeted through literacy and math activities aligned to the CCLS.	AIS are delivered using both push in and pull out model to support small groups.	AIS provided during the school day four to five times a week for at least 30 minute sessions.
Social Studies	Based on the Academic Policy Guide, students that score below a level 2 on the NYS Assessments will receive AIS.	Teachers will utilize content specific text for close reading activities.	AIS are delivered using both push in and pull out model to support small groups.	AIS provided during the school day four to five times a week for at least 30 minute sessions.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	The guidance counselor provides support services to meet the needs of students, coordinates a plan for prevention and intervention programs and refers students for services as needed.	Assemblies, classroom lessons, and provides teachers with strategies as needed.	Individual and small group.	During the school day

	School psychologist and school social worker provide support and crisis intervention for students in need.			
--	--	--	--	--

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.					
	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools	X	Non-Title I

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

2b. High Quality and Ongoing Professional Development

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

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

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

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. PS/MS 146Q, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. PS/MS 146Q will support parents and families of Title I students by:

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

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

School-Parent Compact (SPC)

PS/MS 146Q, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for

improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

District 27	Borough Queens	School Number 146
School Name The Howard Beach School		

B. Language Allocation Policy Team Composition

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

Principal Mary Keegan	Assistant Principal Mitchell Katcher
Coach n/a	Coach n/a
ENL (English as a New Language)/Bilingual Teacher Jessica Guando	School Counselor Margaret Spaziani
Teacher/Subject Area Wilma Rodriguez	Parent Romeyra Rodriguez
Teacher/Subject Area n/a	Parent Coordinator Coleen Mainieri
Related-Service Provider Jennifer Caballero	Borough Field Support Center Staff Member Pierre Galvez
Superintendent Mary Barton	Other (Name and Title) type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (excluding pre-K)	680	Total number of ELLs	14	ELLs as share of total student population (%)	0.00%
--	-----	----------------------	----	---	-------

Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	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 #
Transitional Bilingual Education	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	14	Newcomers (ELLs receiving service 0-3 years)	10	ELL Students with Disabilities	4
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	3	Long-Term (ELLs receiving service 7 or more years)	1

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	10	0	2	3	0	1	1	0	1	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 2

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	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	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																		
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	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								
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
TOTAL	0									

This Section is for Dual Language Programs Only	
Number of students (students fluent in both languages): <u>0</u>	Number of students who speak three or more languages: <u>0</u>

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	1	3	1	2	1	1			1					0
Chinese		2												0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish							1							0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3			1		0
4	1				0
5	1	1			0
6	2	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	1								0
4	3								0
5	2		1						0
6									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			3						0
8						3			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.
 We use Fountas and Pinnell, Reading Tracker, guided reading group conferences, and individual running records for early literacy skills evaluations. Fountas and Pinnell is a one-on-one assessment tool that measures a student's progress in fluency and comprehension in reading. It is primarily used to gauge a student's independent and instructional reading levels and to assign students to targeted guided reading groups. This current year, 13 of our 13 ELLs who are in grades 1-8 are reading below grade level according to Fountas and Pinnell assessments. In correlation with the results on the NYSESLAT, these assessments further our conclusion that reading and writing are the modalities which we need to support the most regarding our ELLs. This information allows the teachers of our ELL students to differentiate their lessons and activities in order to meet the needs of these students. Additionally, in conjunction with our student population's overall performance on E.L.A. formative and summative assessments, the administration has revised our school's instructional focus to increase the attention given to writing skills across the curricula. Close reading strategies will continue to be utilized in every class and research-based writing programs are being implemented on all grade levels. These initiatives will serve our ELL population as well as our entire learning community.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 On the Grade 1 level, three of our four students fell below the NYSESLAT Reading and Writing modality cut scores. Our two grade 1 SWD fell below the cut scores in all four modalities. The remaining grade 1 student exceeded the cut scores in all four modalities, but did not meet the requirements to achieve the "commanding" level. We had one 1st grade student score at the Commanding Level. Additionally, our only grade 2 students was also deficient in the Reading and Writing modalities, but did make significant gains across all modalities year to year and obtained proficiency in the Speaking modality. We had one 2nd grade student score at the Commanding Leel. In grade 3, our new SWD scored below level in all four modalities. Another 3rd grader's NYSITELL score was at the "Entering" level. Our only current 4th grade ELL scored deficiently in Speaking and Reading, but did make significant gains in all modalities from last year, especially in the Writing modality. One 4th grade student scored at the Commanding Level. One 5th grade student scored below the cut scores in Listening, speaking, and reading, but scored well above the cut score in the Writing modality. We had one 5th grade student administered the NYSITELL and she scored at the "Entering" level. One 5th grade student scored at the Commanding Level. Of three 6th grade ELLs,

two tested "Commanding" and one tested at the "Expanding" level with a deficiency in the Listening modality. Our 7th grade SWD scored at the "Expanding" Level, but was deficient in the Listening and Reading modalities. He did very well in the Speaking and Writing modalities.

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

As always, our instruction is data-driven. Our ENL teacher assesses the most current NYSESLAT data and designs her units, lessons and main focus on those modalities which require the most support. For those students who were NYSESLAT tested last year, we had 5 students achieve Commanding Level, 5 students were Expanding, 2 scored on the Transitioning level, 1 at the Emerging Level, and 1 scored at the Entering Level. Based upon last year's AMAO success rate, we are continuing to implement the best practices in our ENL classroom as well as in their content area classes for support.

4. 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?

During the 2014-2015 school year, we administered exams in spanish to our only 8th grade ELL student who was at the beginning level. He was able to achieve a 2 on the ELA exam, a 2 on the math exam, and a 3 on the NYS Science exam. There is continuous recognition of the similarities that exist between English and each child's native language. Specifically, the identification of cognates between the languages that assist in the students' comprehension. Regarding the results of the ELL Periodic Assessments, school leadership and teachers use the results to guide curriculum decisions, form groups in classes, address specific needs of individual students, and to influence the overall instructional plan. From the periodic assessments we are learning that the reading and listening modalities are consistently their weakest areas, but growth is apparent within each modality.

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.](#)]

As with the rest of the school population, our ELL students are administered baseline assessments and Fountas and Pinnell reading assessments to determine whether they are a Tier 1, Tier 2, or Tier 3 RTI student. Once a determination is made, the instructional plan is devised for each Tier and AIS recommendations are implemented. We take into consideration the following applicable factors on a student-to-student basis:

Number of years of instruction in a bilingual education or English as a new language program

- English and home language literacy
- Content area and socio-emotional support needs of students with inconsistent/interrupted formal education (SIFE)
- English and home language literacy needs of long-term ELLs
- Results on the annual English language proficiency assessment exam
- Bilingual education or English as a second language teacher recommendation
- Content area teacher recommendation
- Parent or guardian request
- Sample of student work in English and, if possible, in the home language
- Bilingual educational evaluation, if the student has or is suspected of having a disability

Assessment of progress within the RTI program consists of our Teacher Teams looking at student work to recognize trends and gaps in learning and to modify the instruction to address those learning gaps. The formative assessments are in the forms of written assignments, teacher-student conferences, and oral presentations.

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

Communication between the ENL teacher and the classroom teacher is essential to addressing each child's needs throughout the day. The ENL teacher determines the instructional and functional levels at which the students should be taught and shares that with the subject area teachers. Additionally, during the initial interview with the parents of incoming students, we determine which language is spoken most often in and outside of the home in order to assess each student's exposure to modeled English outside of the school setting. when, and if, the school is the only source of exposure to English, instruction is tailored to address the additional learning gaps that exist. As the school year progresses, the classroom teachers monitor the progress of our ELL students and communicate regularly with the ENL teacher on a regular basis to decide upon strategies to be implemented in the classroom.

7. For dual language programs, answer the following:

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

Not applicable.

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

Throughout the school year, we monitor the assessment results of our ELL students inside and outside of the ENL classroom using assessment tools such as Item Analysis tools provided by NYS. The E.N.L. teacher communicates with the classroom teachers about how her students are progressing in class and if the strategies she is providing them with are being utilized and if they are successful. We also review our NYS exam results to monitor how our ELL population is achieving and to determine which areas need the most attention. We also monitor the year-to-year progress of our ELL population based upon the NYSESLAT results. The collection of this data allows to evaluate the success of our program. Although we do not serve enough E.N.L. students to qualify for meeting AYP, we study our E.N.L. data as a sub-group of our student population and measure its success against other sub-groups.

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.

The parent or guardian of all new admitted students to the NYCDOE and PS 146 must fill out the Home Language Identification Survey form in their respective native language. The Home Language Survey is administered by Assistant Principals, Jacqueline Sugrue and Mitchell Katcher and by our licensed E.N.L. teacher, Jessica Guando. If translation services are required, they are provided by bilingual staff members. Over-the-phone interpretation services are available through the DOE’s Translation and Interpretation Unit so that parents can receive language assistance and have their questions answered in their preferred languages. If the home language is listed as other than English, an informal interview is conducted with the student by Ms. Guando, the E.N.L. teacher. Upon completion of the Survey by a Supervisor or a licensed pedagogue, the informal oral interview is conducted in English. A determination is then made if the student is required to take the NYSITELL. If the student is eligible for NYSITELL testing, a NYSITELL it is administered within 10 school days of the student registering. The NYSITELL is administered by our ENL Teacher Ms. Jessica Guando. If a Spanish-speaking student does not pass the NYSITELL, the student is administered the Spanish LAB during the same testing period. NYSITELL exams are hand-scored and delivered to the designated NYSITELL collection site. Each year, Mr. Katcher and the E.N.L. teacher review the results of the most current NYSESLAT using the RLAT to determine the needs of our ELLs and to group appropriately, plan academically, and to ensure that the correct number of mandated minutes of service are being scheduled and administered for each student. We utilize the RNMR (ATS Source) to determine student achievement in the four components of reading, writing, listening and speaking and we use this data to target supports and differentiate instruction for individual students.

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).

When a SIFE student enters our school, we have 30 school days from initial enrollment to make an initial SIFE determination. Determining SIFE status begins at the time of the completion of the Home Language Identification Survey when the parent is asked to indicate prior schooling. We follow all of the same steps as to identify an ELL. If there are indications within the ELL Identification Process that a student has had an interruption or inconsistency in their formal schooling, the Oral Interview Questionnaire and the Literacy Evaluation for Newcomer SIFE are administered. The O.I.Q. asks questions on the topics of personal and language information, family and home background, education history, and language and literacy practices. The SIFE status is then entered on the BEDS and all required DOE data collection systems.

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).

A newly enrolled student with an I.E.P. and a Home Language other than English as indicated on the Home Language Survey would be referred to the Language Proficiency Team (L.P.T.) to review evidence of the student’s English Language development. This process is completed within ten school days. Our L.P.T. consists of Assistant Principal Mitchell Katcher, E.N.L. Teacher Jessica Guando, S.B.S.T. members Veronica Boucher and Maliga Delaney. The L.P.T. will determine whether or not to administer the NYSITELL. The L.P.T.’s recommendation is then presented to the principal for review and the principal always has the right to disagree with the L.P.T.’s recommendation. If the principal determines that the student should take the NYSITELL, the E.L.L. Identification Process continues as with all students. If the principal determines that the student should not take the NYSITELL, then the Principal’s determination is sent to the superintendent for review. The parent or guardian is notified within three days of the decision.

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

Our E.N.L. teacher, Jessica Guando, is responsible for ensuring that Entitlement Letters are distributed, returned and reviewed for compliance and that entitlement letters are distributed as soon as the child is identified as an ELL based upon the results of the

administered NYSITELL. We hold meetings at times that are convenient for parents and all correspondence is translated as needed. If there is a delay in the return of the Entitlement and Non-entitlement letters, the ENL teacher contacts the family and sends a second copy home to be signed and returned immediately.

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).

After a parent receives the Entitlement Letter from our E.N.L. teacher, Jessica Guando, indicating that their child will be an ELL, it is stated on the letter that the parent/guardian has the right to appeal the decision within 45 days of enrollment. The ENL teacher verbally makes the parent/guardian aware of this right at the Orientation Meeting. These letters are kept and maintained in an E.L.L. binder by Jessica Guando.

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.

After ELL students are identified, families are notified of a parent orientation that they are invited to attend within the first ten days of registration into the school. Letters in English as well as in each family's native language are sent home to the families regarding the time and place of the orientation. During the orientation, which is conducted within 10 school days of the student's registration, parents/guardians view the program choice video via the DOE web site which explains the ELL programs of TBE, DL and Freestanding ESL and the process whereby a parent selects the program best suited for their child. This video is shown in the home language of the parent/guardian when available. If there is a home language that is unavailable on the DOE video site, a translator is provided to ensure understanding of the program choices. Ms. Guando, our ENL Teacher, conducts the parent orientation meetings. Parents/guardians are encouraged to ask questions concerning all three programs at this time. Information regarding best practices in supporting the ELL student is presented at the workshop/orientation as well. Selection Forms explaining the three DOE ELL Programs are given to parents/guardians in their home language(s). Completed forms are attached to the student's HLIS and placed in the student's cumulative file. (All Forms such as the HLIS, Program Choices, Brochures, etc. are maintained in various languages in the Main Office and are utilized as needed). This process is conducted by our E.N.L. teacher, Jessica Guando. If a parent chooses one of the programs that is not currently available at our school, Assistant principal Mitchell Katcher will inform them when the desired program becomes available or will help the parent find another school who offers the desired program.

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

Parent surveys and program selections are completed at the orientation by the parent. If a parent decides to return either form at another time, our ESL Teacher is designated as the person who follows up to ensure that the forms are returned in a timely fashion. All Entitlement Letters, Parent Survey and Program Selection Forms are kept secure in an E.N.L. binder maintained by the E.N.L. teacher. We hold meetings at times that are convenient for parents and all correspondence is translated as needed. All records are maintained in both the student's individual cumulative file and in the Main Office by the Pupil Accounting Secretary.

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

The E.N.L. teacher maintains records of when each Parent Survey and Program Selection forms are returned and in the instance that there is one or more outstanding, the E.N.L. teacher consistently follows up and records dates and times when contact was made with the parent/guardian until the forms are returned. Our parent coordinator, Coleen Mainieri, will also make contact attempts with the families to try to have the forms completed or returned.

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

Once the student's program has been determined, we send parents a placement letter (in the parents' preferred language) indicating the program in which their child has been placed. E.N.L. teacher Jessica Guando ensures that these letters are distributed in a timely manner. Records are maintained in our E.N.L. binder regarding the distribution of these letters.

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

All Entitlement Letters, Parent Survey and Program Selection Forms are kept secure in an E.N.L. binder maintained by the E.N.L. teacher. These communications are filed chronologically and alphabetically. All records are maintained in both the student's individual cumulative folder and in the Main Office by the Pupil Accounting Secretary.

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.

First, the ATS reports RLAT and RNMR are used to determine who is required to take the NYSESLAT. The administration of the NYSESLAT to all ELL students begins with the ENL teacher (Ms. Guando) administering the speaking section of the NYSESLAT to each student on an individual basis. As the speaking section is being administered and scored by Ms. Guando, another teacher is simultaneously scoring students responses, in order to comply with the new NYSESLAT speaking section testing regulations. After the speaking section is administered to all students, Ms. Guando then administers Section 1 of the exam. This section is administered in grade level groups and students are carefully observed by the ENL teacher during the administration of this section to ensure that all students are providing answers to each question and are filling in their scantron sheets appropriately. The second section is then

administered to students in grade level groups. Again, the ENL teacher observes all students carefully throughout the exam to ensure that proper testing procedures are in place. Finally, the third section is administered in grade level groups. During the administration students are carefully observed by the ENL teacher to ensure proper testing procedures are in place. For students in grades two and below, the answer sheet is filled in by the ENL teacher after the student has selected their answers in their testing booklets. Throughout the testing administration the ENL teacher is actively proctoring the exam, reading all directions, providing supervision, and maintaining and collecting materials. If a student misses any section of the NYSESLAT, that student is given the opportunity to make-up that section during one of the designated "make-up" days falling within the NYSESLAT testing period.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Our E.N.L. teacher is responsible for ensuring that Continued Entitlement Letters and Transitional Support Parent Notification letters are distributed, returned and reviewed for compliance and that these letters are distributed as soon as it is determined that the child is continuing services as an ELL based upon the results of the administered NYSESLAT.
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).

Over the past few years, the trend of which program choice was selected by the parents of our ELL's was 100% Freestanding ENL program. Currently, we can only support a freestanding ESL Program based upon recent Parent Program Selections. 13 of our current 14 ELLs' parents have selected ENL Program as their first choice and one has chosen a bilingual program.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.
The ENL Model utilized is a combination of push-in and pull-out for most of our students. Whenever possible, our E.L.L.s on the same grade are programmed in the same class section to allow for push-in teaching. Integrated ENL is implemented through a pull-out and push-in approach, based on the needs of the student. The ENL teacher is dually certified in both Common Branch and ESL, therefore she provides both stand alone and integrated ENL to all ELL students. Currently, our ENL classes are grouped heterogeneously ranging no more than 2 gradebands and no more than two proficiency levels apart. For students who have tested proficient within the past two years, the E.N.L. teacher provides the required 90 minutes of instruction in a push-in capacity.
 - b. TBE program. *If applicable.*
n/a
 - c. 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?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
Students at the "Entering" level receive two units of study per week which totals 360 minutes. One of the two units is E.N.L. and the other unit is E.N.L./E.L.A. "Emerging" level students receive two units of study per week; 1 unit of study in E.N.L., 1 unit of study in E.N.L./E.L.A. "Transitioning" level students receive 1 unit of study per week; .5 unit of study in stand alone E.N.L. and .5 unit of study in E.N.L./E.L.A. "Expanding" level students receive 1 unit of study per week in E.N.L./E.L.A. or other content areas. "Commanding" level students receive .5 unit of study per week of integrated E.N.L. in E.L.A. or other content areas.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

The instructional approach used to meet the needs of our ENL students is the Workshop Model. This approach encompasses various strategies and techniques for ELLs. Scaffolding and differentiated instructional techniques are used extensively. We utilize explicit modeling techniques and students are guided through a task and emulate by example. Within the content areas, vocabulary is emphasized through the use of word wall words and Total Physical Response strategies. Students are encouraged to make personal connections to new subject matter using their knowledge and experiences. Conceptualization is incorporated through the use of stories, poems and graphic organizers. Cultural awareness and socialization are an important component of our daily focus. The ELL students are exposed to a multi-sensory approach that promotes literacy through integrated instructional techniques. Emphasis has been placed on incorporating balanced literacy into the curriculum stressing reading, writing and word work and moving from teacher support to student independence ("To, With and By"). All instructional techniques are used in conjunction with NYSED academic standards. Within the classroom, bilingual dictionaries are readily available to assist our students with content area vocabulary and our newest curricula in ELA and Math provide translated documents on-line for them to use when necessary. In order to provide content area support, our E.N.L. teacher uses subject-specific texts and activities in the E.N.L. classroom.

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

For our "Entering" level ELLs, our ENL teacher, Jessica Guando, presents her assessments in both English and the home languages of the students. For the rest of our students in our Freestanding ENL program, all assessments are administered in English.

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

To ensure ELLs are evaluated in all four modalities of English language acquisition throughout the school year, the ENL teacher as well as classroom teachers administer evaluations such as Fountas and Pinnell, that target students reading, writing, speaking and listening skills. Within the ENL classroom, the E.N.L. teacher administers monthly formative reading and vocabulary assessments. The students are required to complete a monthly writing piece which are used to measure progress. To address the speaking and listening modalities, the teacher reads aloud passages after which students are required to recall information and to answer questions orally regarding the content. This occurs on a weekly basis. In the content area classrooms, ELLs are also administered formative assessments in the forms of running records, written and oral responses to read alouds and shared readings, and collected writing pieces aligned to the Common Core Standards and measured by shared rubrics. These formative assessments occur on a weekly and monthly basis.

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

Although we currently do not have a SIFE population, our plan in the case a new registrant would be to identify the proficiency level of the student and to program the student for the mandated hours of E.N.L. classes. We would also have the E.N.L. teacher work closely with the subject area teachers to ensure that the necessary supports are in place throughout the school day. We would also engage our guidance counselor to support the SIFE student(s) in dealing with any socialization, emotional challenges. Newcomers receive differentiated instruction using various techniques across all proficiency levels. Most ELLs in this group require a multi-sensory approach for instruction. The four modalities are incorporated and align with standards-based instruction. Again, the E.N.L. teacher works closely with the subject area teachers to ensure that the necessary supports are in place throughout the school day. Newcomers can participate in all programs available including Foundations and other Periodic Assessments. Additionally, students who will be mandated to take state examinations receive testing preparations in content area in class as well as ENL instruction.

ELLs who are receiving service for four to six years and long-term ELLs continue in the various programs that are offered until they attain proficiency. More content area instruction is necessary to facilitate academic growth and language development. Strong emphasis is always on reading and writing skills, based upon the trends in results of the most current NYSESLAT. Analysis of the NYSESLAT as well as the State ELA and Math examinations determines individual needs for each student to attain proficiency.

Former-ELLs receive .5 unit of study via a push-in model and continue to receive their testing accommodations.

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.

Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal, will review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with a qualified staff member in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal will

Chart

provide additional support services to the student as defined in CR Part 154-2.3(j) and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, she will consult with the superintendent or her designee. Final decision notification will be sent in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.

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

ELL-SWD Instructional Strategies. Differentiated instruction with below, on, and above grade-level fiction and nonfiction texts are utilized within the ENL classroom to provide access to academic content areas. In order to accelerate English language development, tasks are scaffolded to reinforce learned English skills as well as to introduce and practice higher order skills. The ENL teacher has access to texts and other materials being used in her students' subject area classrooms and supports that learning with cross-curriculum reading assignments and interdisciplinary tasks. All texts and materials utilized are common core aligned and meet the standards of each specific subject area. Additionally, our E.N.L. teacher assigns reading and writing content-area-based projects in science and social studies that support their grade level curricula. To ensure that all of our E.L.L.-S.W.D. receive all of their mandated services as per their I.E.P., the programming of these students are completed by a team whose specific goal is to ensure just that. All classroom teachers and related service providers have access to SESIS and monitor their own students' I.E.P. to ensure that all accommodations are provided.

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?

As often as possible the E.N.L. teacher pushes in to the ELL-SWD classroom to align their training with the work being done in the classroom. She also contributes to the lessons so that all students in the classroom may benefit from the strategies being implemented. Communication between the E.N.L. and Special education teacher(s), as well as with the para-professionals assigned to these students occurs on a regular basis to put in place a concentrated support system to assist the student in achieving English proficiency with respect to their I.E.P. goals. Additionally, ELL-SWD are mainstreamed into General education classes as often as possible to afford them the opportunity to increase their proficiency in these subject areas and therefore improve their English proficiency. At each Annual and Mandated Three-Year Review, the possibility of initiating or increasing the number of mainstreamed periods and subjects are part of the discussion.

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

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

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

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



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

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

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

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

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

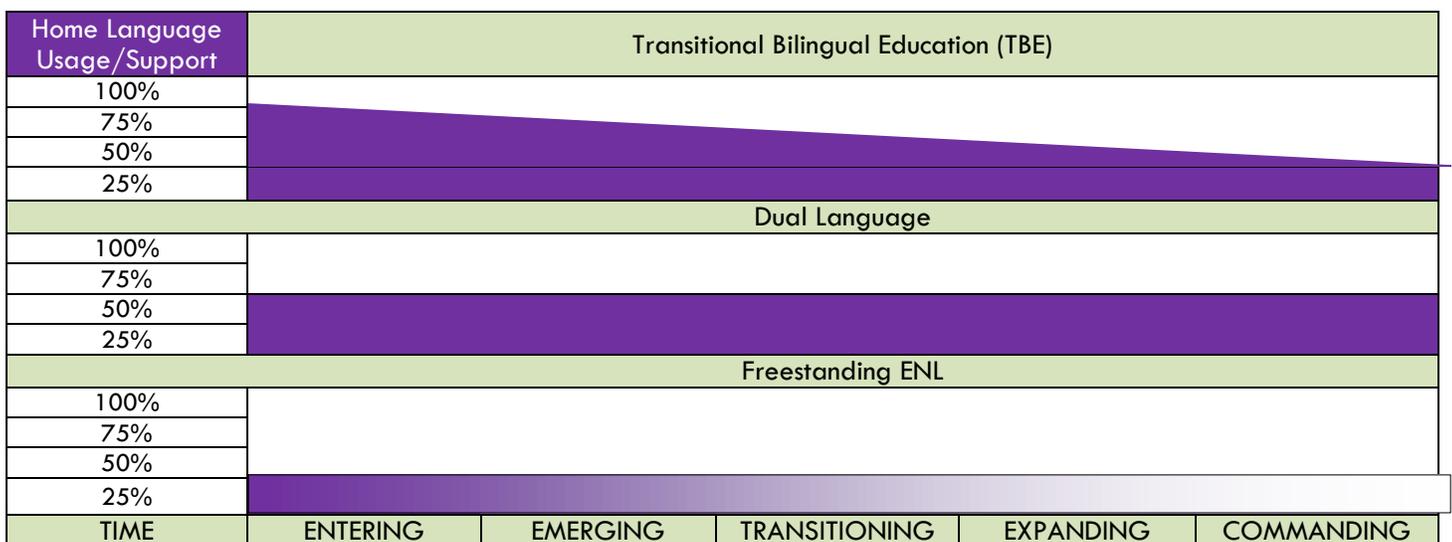


*Note: “other approved services” does not apply to New York City at this time.

CI Chart

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. ELLs participate in targeted intervention programs which include Response to Intervention curriculum, Foundations (ELA), and Academic Intervention Services services in ELA. We also utilize MYon Reading and i-Ready computer programs as academic interventions. These intervention services are offered in English. Primarily, students who achieve lower than a Performance Level of 3 on the NYS ELA or Math exams are targeted for these intervention services. Currently, all of our ELLs in testing grades are performing below a performance level of 3 in ELA and Math.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Our current program has been extremely effective over the past four years in which we've seen major advancement of our ELL population through the ENL proficiency levels as well as on State exams and classroom assessments. The school program and the ENL program is aligned so that the ENL teacher can concentrate on the subject areas that the students are most needy. The ENL teacher provides language development through the use of content area instruction. This instruction is aligned to the Common Core Learning Standards. We also practice academic scaffolding to provide multiple entry points in our classrooms so that students of all language development levels have their needs met. NYS Exam data for these students is reviewed immediately upon their receipt. Then, marking period and interim marking period report card data is reviewed as they are produced. All teachers are aware of their ELL population within their class and assessments are modified to meet the needs of our ELL population.
12. What new programs or improvements will be considered for the upcoming school year?

As a school, we have recently adopted a new ELA curricula (ReadyGen and Codex) at the elementary and middle school levels. Along with this, our teaching practices are now aligned to the Common Core Learning Standards and therefore, our preparation for the newly designed NYSESLAT will be current and appropriate. We are also expanding our A.I.S. program to reach more of our student population. The ENL teacher will also support former ELL's by providing them with academic support as they transition into their English proficient classrooms. Additionally, the computer program Languagenut, a language learning software, was purchased for the ENL classroom to support the needs of ELL's at all levels both at school and at home. As stated earlier, we also programmed our same grade students into the same class section so that more of a push-in approach by our E.N.L. teacher can be utilized.
13. What programs/services for ELLs will be discontinued and why?

None
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

All ELLs are afforded equal access to academic programs, after-school programs, social development programs such as student advisory, CHAMPS, Foreign language class and club, Drama club, Technology, ARTS, Regents and any other existing programs or programs that we may initiate for our students. Funding is via Fair Student Funding for after school programs and Saturday Academy. Our C.B.O.s Boys and Girls Club of Metro Queens and SASF provide academic assistance to all students who join.
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.

Avenue/Hampton Brown and High Point/Hampton Brown are used in teaching ELA and content areas through ENL methodologies and techniques which aid in the development of all four modalities. The use of high interest level libraries, Big Books and listening centers support ENL instruction. Read-Alouds, shared reading and guided reading are instructional strategies that are consistently used to encourage and support listening skills and reading and writing responses. For content area instructional resources, we utilize Common Core aligned, high interest texts differentiated based on student reading levels and interest. Regarding classroom technology assets, all classrooms are equipped with Smart Boards and internet access to utilize a vast array of on-line instructional support, such as the language learning software Languagenut and Brainpop ESL. We also utilize myON reading and i-Ready computer programs as academic interventions.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?

In our E.N.L. program model Native Language support is provided through the use of bi-lingual dictionaries/testing materials and glossaries. When needed, native language speaking para-professionals support our overall instructional efforts.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

All content and materials used to advance language development in appropriate to age and grade level. "Beginner" level students are provided with multi-scaffolded lessons. The level of assistance gradually diminishes as the level of proficiency of each student increases.
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 assist newly enrolled students before the beginning of the school year by parent outreach, via our translation services provided on our school web site and parent coordinator, a student orientation and school visit and "Open House" where 2-3 books are provided free to the student to read over the summer. Students who enroll during the year are immersed into their content-

area classes and immediately begin attending their mandated ENL service periods. Classroom teachers are apprised of the student's levels by the ENL teacher and provide supports and strategies as necessary. Parents are invited to attend a parent orientation session, where the ENL program is discussed and information regarding school happenings is shared.

19. What language electives are offered to ELLs?

None are offered at this time.

20. For schools with dual language programs:

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

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.)
Our ENL Teacher, Ms. Guando, attends monthly professional development sessions provided by our Network ENL Liaison and other Network professionals. Some examples of the type of professional development sessions attended include, analyzing data to further assist ELL's at various levels, ELL's and RTI, implementing the Common Core Standards in the ESL classroom, preparing students for the newly aligned NYSESLAT, developing questioning and discussion techniques suited for ELL's as per Danielson, and the use of Depth of Knowledge. Aside from attending professional development sessions, Ms. Guando actively participates on a Teacher Team which meets at least twice per week during which various professional activities are planned and executed. In addition, Ms. Guando also conducts professional development sessions for classroom teachers, sharing strategies and techniques that will help ELL's in the classroom.

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
In order to help ELL students meet the requirements of the new Common Core Standards, teachers of ELL's are provided with multiple opportunities to engage in professional development that support these new changes. Such professional developments include but are not limited to, questioning and discussion techniques as outlined in Danielson, Depth of Knowledge, data analysis of the NYSITELL and NYSESLAT to support ELL subgroups, and differentiation and scaffolding strategies that enhance ELL instruction. Teachers are offered the opportunity to attend professional learning opportunities on aligning their curricula to the CCLS and those who attend turnkey the information to their peers during Monday P.L.O. sessions.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
To support our staff in assisting our ELLs in transitioning from elementary to middle school and from middle school to high school, we offer professional development on assessing students for R.T.I. on all grade levels, on the academic, social, and emotional growth differences between elementary and middle school students, as well as on ways to develop independency and responsibility in preparation for high school. Our advisory program benefits our students as well as our staff in learning and sharing about the challenges facing students in and outside of school at the middle school age level. Professional Development on the Common Core Learning Standards also prepares our staff to best prepare our students for the transition to the next grade level. Guidance Counselors receive professional development via our Network and our ESL Teacher regarding ELL transitions.

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.

We provide the minimum 15 percent of professional development requirements for all staff through our PD Plan throughout the year. Our Supervisors and ENL teacher provide this support which is research-based and turnkey strategies from our Network PD and NYCDOE Resources. Specific and differentiated learning strategies in ELA, Math, Social Studies and Science are presented via PD, Study Groups and Teacher Team collaborative meetings. All personnel also engage in PD that presents various strategies to aid in assisting ELL's in the mainstream classroom. PD's include topics such as language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners, ReadyGen and CodeX training focusing on differentiation strategies, Depth of Knowledge, Questioning skills with special focus of component 3b in Danielson, and strategies provided by the ENL teacher to classroom teachers on effective methods to help ELL's succeed with the Common Core Standards. The ENL teacher receives 50 percent of professional development hours in ELL specific PD by attending offerings by the city. All teachers keep record of their attendance at these PD's by maintaining an attendance log or keeping the agendas for each PD that they attend.

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?

The ENL teacher sets up individual appointments throughout the year with each ELL's parent/guardian to discuss the student's language development progress, language proficiency assessments and language development needs in content areas. The meetings are offered during the school day or during the designated time allotted for parent outreach on Tuesdays. If translation services are needed, the ENL teacher works with the parent coordinator to set up an appointment for a translator from a DOE approved vendor to be present. The ENL teacher ensures attendance records and parent contact forms from the meetings are signed and stored.

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

The ENL teacher ensures that parents are given additional options for the meeting if they cannot come to in person meetings, such as phone conferences or a letter. Translation services are offered to any parent who may require them through the translation service unit or by a teacher in the building who speaks the parents home language. When parents attend a meeting they sign an attendance sheet as well as a parent contact sheet, which outlines the key points discussed during the meeting. These documents are then stored in the ELL documentation binder.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

All parents and guardians are actively involved in our school via our School Leadership Team (SLT), Parent-Teacher Association (PTA), "Meet the Teacher Night", Parent-Conferences, liaison with our Parent Coordinator, Open School Week, school trips and family activities and monthly parent information sessions. Our DOE Web Site and independent school-run eCHALK Web Site supports our high level of parent involvement and can be translated into 53 languages. Annual Learning Environment Survey data confirms that our parents are actively involved in all aspects of our school community. Parents and guardians of ELLs are involved in the above and an annual ELL Parent Outreach and Information session which is held in the fall of each year. Due to the importance of parent involvement, the Principal and Assistant Principals take an active role in planning and conducting activities. Our school Parent Coordinator is the direct liaison to parents. Additionally, the ENL teacher ensures that parents are aware of events and activities in the school by sending home a monthly newsletter, translated into the appropriate language, to keep all ELL parents up to date on school happenings and what their child is learning in the ESL classroom. The monthly newsletter also includes a "teacher tip" section where the ENL teacher provides a strategy, technique, website or article that ELL parents can use to help their children at home.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

While we do have several partnerships with agencies and Community Based Organizations to support our overall school community and student achievement efforts, we do not currently have any such partnerships specifically devoted to providing workshops or services to ELL parents.

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

We build strong partnerships and open lines of communication and mutual respect and trust with our parents and actively seek their input on school matters through the SLT and the PTA to evaluate all parent needs. We conduct informal surveys during the year and we also analyze the results of our Annual Learning Environment Survey to determine the needs of the parents. After analyzing various parent inputs, we modify our methods and plans as needed. Parent Coordinator administers all informal surveys and outreach and assists with the Annual Learning Environment Survey.

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

Each of our parental involvement activities is an outgrowth of what we determine are the wants and needs of our parent community. Therefore, the activities are designed with the assistance of the PTA and School Leadership Team to meet those wants and needs. Our informational sessions always include a question and answer session and we elicit feedback via e-mail or telephone throughout the school year. Examples are Parent Orientation, "Meet The Teacher Night", Parent-Teacher Conferences, Open School Week, Spelling Bee and MATH Bee Assemblies, Book Club, PTA Meetings and monthly parent involvement meetings and seminars based on parent input and requests.

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:

Part VI: LAP Assurances

School Name: The Howard Beach School

School DBN: 27Q146

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)
Mary Keegan	Principal		10/29/15
Mitchell Katcher	Assistant Principal		10/29/15
Coleen Mainieri	Parent Coordinator		10/29/15
Jessica Guando	ENL/Bilingual Teacher		10/29/15
Romeyra Rodriguez	Parent		10/29/15
Wilma Rodriguez/Spanish	Teacher/Subject Area		10/29/15
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
Mary Barton	Superintendent		1/1/01
Pierre Galvez	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: **27Q146** School Name: **The Howard Beach School**
Superintendent: **Mary Barton**

Before you begin, please check the following:

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

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

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

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

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

Initially, at the time of registration, our Pupil Personnel Secretary, Christine Armao, asks the parents/guardians of the new student(s) in which language they would like to receive verbal and written communications from the school. We also refer to the Home Language Survey on which it states in Part III in which language the parents/guardians prefer to receive written and verbal communication. It is also entered into ATS for informational purposes. We also ask parents and guardians to answer that question on our school's Blue Emergency cards so that when any adult is contacting the home, they know which language is needed for communication. Our school's website containing all pertinent information translates into all the languages used by the families of our students. Additionally, school notices and documents are translated into appropriate languages and academic reports such as progress reports and academic/behavior monitoring sheets are also translated. During our PTA meetings and Open School activities, translators are made available.

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.

Spanish and Polish are the languages in which parents have listed as their preferred languages for both written and oral communication.

Part B: Creating a Communications Calendar

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

Introductory Teacher messages to parents
Letters and announcements regarding academic and social activities occurring throughout the school year
Announcements regarding assemblies of student celebrations, PTA meetings and activities, Safety meetings, and Parent/Teacher nights.
School calendars including New York State Testing Dates
Student curriculum such as translated Go Math worksheets and assignments
Our C.B.O.s, The Boys and Girls Club of Metro Queens and The Sports and Arts in Schools Foundation translate their registration forms and newsletters
All letters from the Principal and Assistant Principals are translated

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.

Meet the Teacher Night: Sept. 17, 2015
High School Application Night: September 21, 2015
Face-to-face high school application conferences with 8th grade parents and the guidance counselor
Parent-Teacher Conference: November 5, 2015
Parent-teacher Conference: March 3, 2016
Family Engagement Night: May 12, 2016
Parent Engagement meetings on Tuesdays from 2:30 p.m. - 3:10 p.m. including face-to-face meetings and phone conferences
I.E.P. Annual and Triennial meetings throughout the year
Town Hall Safety Meetings
E.L.L. Orientation meetings held by our E.N.L. teacher

Part C: Providing Language Assistance Services

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

Currently we are utilizing a service called "The Big Word" to provide us with the necessary oral translation services for our families. The Parent Coordinator and ESL teacher identify any need for translation services prior to an event and arrange in advance for a translator to be available at the school during events such as parent teacher conferences, annual reviews, and back to school night. In the event that we need oral translation services quickly and without notice we have one teacher, two paraprofessionals, and two school aides who we utilize to provide oral communication and interpretation services. Additionally, the telephone service provided by the NYCDOE Translation Service and Interpretation Unit is used for additional aide in oral translation services. The phone number for this unit is available to all staff, including school secretaries, the nurse, and school safety agents, to use in the event that immediate oral translation services are required. A Telephone Messenger to alert parents of upcoming school events and unexpected news is also used by our school and it is translated into necessary languages.

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.

Interpretation Services are provided over the phone via the Translation and Interpretation Unit and all face-to-face translations are provided by school staff or the translation vendor, "The Big Word". Additionally, we have a paraprofessional, Irene Kim, who is fluent in polish and three staff members who are fluent in spanish.

Part D: Training Staff on Policies and Procedures

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

A brochure of the Translation Interpretation Unit are provided to all staff at the beginning of the school year. Administrators will explain directions at Grade level teacher team meetings. Brochures are also posted in the Main Office by telephones. our Parent Coordinator, Coleen Mainieri will assist all staff with utilizing translation services and over-the-phone interpretation services when necessary.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights

- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

A Welcome Poster is displayed in the main lobby upon entrance to the building. Language ID Guides are posted on the Safety Agents desk and on the Main Office counter. The Parents' Bill of Rights and the Parents' Guide to Language Access are available via a link on our school website. A hard copy in English and Spanish of the Parents' Bill of Rights is available in the Main Office of the school.

Part F: Monitoring and Quality Control

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

Each year we distribute the NYC Learning Environment Survey and review its data for feedback on our quality of service to our parents with translation needs. Our Parent Coordinator ensures that all parents receive the services they need and request if they are satisfied or if additional assistance is needed. Our E.N.L. teacher, Ms. Guando, asks each parent/guardian of our E.L.L.s if they received and understood the information provided to them in their preferred language. Administrators verify with parents if they received the translation services they needed during conferences and meetings.