

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): **29Q156**

School Name: **P.S. 156 LAURELTON**

Principal: **ESTELLE MOORE**

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: The Laurelton School School Number (DBN): 29Q156
Pre-Kindergarten – Fifth
Grades Served: _____
School Address: 229-02 137th Avenue, Laurelton, NY. 11413
Phone Number: 718-528-9173 Fax: 718-723-7720
School Contact Person: Estelle Moore Email Address: Emoore22@schools.nyc.gov
Principal: Estelle Moore
Jennifer Williams
UFT Chapter Leader: Rodney Miller
Parents' Association President: Nepriel Foster
SLT Chairperson: _____
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Nepriel Foster
Student Representative(s): _____

District Information

District: 29 Superintendent: Lenon Murray
222-14 Jamaica Avenue, Queens Village, NY 11428
Superintendent's Office Address: _____
lmurray3@schools.nyc.gov
Superintendent's Email Address: _____
Phone Number: 718-264-3146 Fax: 718-264-3148

Borough Field Support Center (BFSC)

BFSC: Queens, D. 27,28,29 Director: Marlene Wilks
82-01 Rockaway Blvd, Queens, NY
Director's Office Address: _____
mwilks@schools.nyc.gov
Director's Email Address: _____

Phone Number: 646-522-7133

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)
Estelle Moore	*Principal or Designee	
Jennifer Williams	*UFT Chapter Leader or Designee	
Rodney Miller	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Nepreil Foster	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	
Darlene Kemp	Member/ UFT	
Mary Koppinger	Member/ UFT	
Darlene Ferguson	Member/ UFT	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Latoya Williams	Member/ Parent	
Gamal Byfield	Member/Parent	
Wendell Ulerie	Member/ Parent	
	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.

The Laurelton School is an elementary school with approximately 224 students from Pre-Kindergarten through grade five. The school population comprises 91.22% Black, 6% Hispanic, 1% White and 1% Asian Students. The student body includes 3% English Language Learners and 17% students with disabilities. Boys account for 51% of the students enrolled and girls account for 49%. The average attendance rate for the school is 93%.

As a school community, we work cohesively to ensure a safe, inclusive culture that promotes adult learning and enhances students' academic and personal growth. We are continuing to develop teaching practices across the school to assure that all students' tasks consistently provide scaffolds and opportunities for all students to demonstrate higher order thinking and standards mastery. As a school we are in the last year of truncation. Moving forward, we will be a Pre-K through five school, focusing a lot of our efforts around early childhood and students with disabilities.

If we had to highlight an element of progress with the Framework for Great Schools it would be "Supportive Environment". Our school community has embraced the elements of the Framework for Great Schools and assessed our needs using the framework as a guide. Understanding that each area/component is necessary for a school to be successful, we focused our efforts during the previous school year on creating a climate and culture conducive to learning that would lead to increased academic achievement. We feel our efforts and resources that we provided in the area of "Supportive Environment" showed impact as evidenced by the decrease in incidences and suspensions between the 2014-2015 school year.

With the stabilization of our environment, we will continue our efforts to improve teaching and learning and direct more intensive work in the area of "Rigorous Instruction". As a school community, we will continue to develop and increase the following:

- learning through discussion
- encouraging all students to contribute and participate in the discussion
- asking questions that cause students to think and reflect
- encouraging students to explain their thinking and cite specific evidence from the text
- developing students ability to formulate hypotheses and make connections...

29Q156 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05,08	Total Enrollment	382	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	3	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	66.8%	% Attendance Rate		91.1%
% Free Lunch	69.2%	% Reduced Lunch		9.3%
% Limited English Proficient	2.6%	% Students with Disabilities		19.6%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.2%	% Black or African American		91.0%
% Hispanic or Latino	5.9%	% Asian or Native Hawaiian/Pacific Islander		1.5%
% White	1.3%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	0.74	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		10.8%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)		6.65
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	17.0%	Mathematics Performance at levels 3 & 4		10.6%
Science Performance at levels 3 & 4 (4th Grade)	70.3%	Science Performance at levels 3 & 4 (8th Grade)		28.6%
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		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
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	NO			
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.

After reviewing data and recommendations from the MOTP Dashboard in Advance, our 2014-15 Quality Review, 2013-14 Developing Quality Review and Principal Performance Observations, it was determined that domain 3b could be strengthened. During classroom observations during observational school visits, the reviewers stated that the quality of questions needed to be strengthened. For example, during a visit, it was stated that “some teachers use the Depth of Knowledge Framework to develop questions at various levels to engage students in higher order thinking skills...”. Also, it was noted on a previous quality review that “questioning scaffolds to promote higher order thinking in all students did not occur. Thus there are missed opportunities to create challenging learning experiences across all classrooms to consistently engage diverse groups of learners and student development of critical thinking skills...”. The MOTP data indicates that 49% of questioning and discussion techniques, utilized by teachers are either at the ineffective or developing level. Therefore, in order to further deepen student understanding, we must continue to develop these instructional strategies.

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, a minimum of 75% of teachers will show improvement in their ability to ask high quality questions that deepen and elaborate thinking, as measured by Danielson’s Framework for Teaching Domain 3b.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
There will be Professional Learning Cycles around Danielson 3b, to further deepen the understanding of questioning and discussion techniques.	All classroom and out of classroom teachers, educational assistants	November – January & ongoing as needed	Administration, lead teachers
In every classroom, utilization of the Depth of Knowledge Levels and questioning stems will be utilized.	All classroom and out of classroom teachers, educational assistants	ongoing	Administration
To provide opportunities to develop a higher level of questioning at home, there will be parent workshops around questioning and discussion. In addition, monthly messages/memos around questioning that give tips/ideas that parents can utilize.	Parents/guardians	monthly	Parent coordinator, teachers, administration
The administrative team will meet on a weekly basis to monitor the implementation of the given strategies and to measure the growth of the staff as it pertains to them asking high quality questions. Student data will be reviewed to see the level of improvement/movement along the continuum as students receive more rigorous tasks and instruction.	All classroom and out of classroom teachers, educational assistants	Weekly	administration

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.
<p>In collaboration with staff, a text for Book Study will be selected and purchased as our text for this initiative.</p> <p>Depth of Knowledge Level charts will be provided to all staff members to be posted in their classrooms. Also, professional learning Mondays will be utilized to provide staff with opportunities to develop, share, and turn-key information as it relates to questioning. Tuesday parental engagement time will be utilized to provide parent workshops in questioning. Questioning flip charts will be purchased/utilized to assist teachers with questioning stems.</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	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

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

The mid-point benchmark will be January, 2016. However, the administrative team will be monitoring this goal on a weekly basis through informal and formal observations utilizing the Danielsons Framework in order to support teachers in achieving this goal. Mid – year conversations with teachers will occur in January to determine and review progress towards the 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 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.

A review of the Occurrence Summary Reports, shows the number of incidents have reduced by 64 between the 2013-2014 and 2014-2015 school year. The number of suspensions have decreased by 5 between the 2013-2014 and 2014-2015 school year. After reviewing last year’s data, the school made some progress in reducing suspensions and decreasing incidents which assisted in keeping attendance at a steady level. To this end, we believe that part of our improvement is due to the character education activities that were put in place. The monthly character traits that were promoted building wide through lessons, assemblies, and parent involvement had a positive impact on the school environment.

Part 2 – Annual Goal

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

By June 2016, 100% of students will further engage in character education activities and lessons to further increase positive school climate as measured by parent and teachers perception on the 2015-2016 School Survey.

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) 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>A monthly calendar of activities will be designed and implemented across the school/grades for all students. Students and staff will</p>	<p>Students & staff</p>	<p>Monthly</p>	<p>Character education team</p>

participate in monthly character education assemblies which will be focused on one character trait per month. This trait will be promoted through lessons, assemblies, and parental support. An example of the character traits being highlighted are responsibility, honesty, and perseverance.			
The guidance counselor will visit classes on a monthly basis in order to facilitate character trait discussions.	Students & staff	Monthly	guidance
Caught you doing something good postcards will be mailed home on a monthly basis to reinforce to parents and students the positive impact the character education activities are having within the school.	Students & staff	Monthly	Teachers, administration
Character trait of the month tips and strategies will be sent home to parents so that they can reinforce what is being done in school.	Parents	Monthly	Administration, parent coordinator

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Staff members will be a part of the character education team. Also incentives, postcards, and certificates will be purchased with Tax Levy dollars.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
The mid-point benchmark is January, 2016. However, on a monthly basis, the number of students who were “Caught Doing Something Good”, will be measured in order to determine if we are making progress toward the 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.

Data from the NYS ELA/Math assessments indicate that students have made improvement. The 2013-2014 Progress Report indicates that most teachers worked on teams to improve their instructional practice. To this end we believe that part of the improvement is due to teachers working and learning collaboratively. In an effort to raise the number of teachers feeling supported, we will continue to have cycles of professional learning and collaborative communities. The reviewer noted that teachers were empowered and given the opportunity to develop professionally. This shows that we need to continue to work with our teacher teams to increase their leadership opportunities and further develop their pedagogy. Therefore providing continuous cycles for teachers to engage in differentiated professional learning. This will further assist in strengthening pedagogy and set the forum for learning and growing.

Part 2 – Annual Goal

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

By June 2016, teachers and support staff will engage in a minimum of 4 differentiated professional learning communities, at least 2 of their choice which will have an impact in student learning as evidenced by the data in ADVANCE.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Professional learning cycles every Monday to strengthen and deepen teacher practice. These cycles are usually anywhere from four to six weeks in length.	Teachers, educational assistants	weekly	Administration, professional development team, teachers
Weekly classroom observations to monitor the progress towards the goal.	Teachers, educational assistants	Ongoing	Administration
Create a professional learning planning committee which will review professional resources, select topics, and assist in creating school wide surveys	Teachers, educational assistants	June, 2015 – August, 2015	Administration, teachers
Work with the professional learning committee to select a minimum of 10 learning areas for the upcoming school year.	Professional learning committee	June, 2015 – Early September, 2015	Administration, professional learning team

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.											
The Monday professional learning block along with common planning times throughout the week will be utilized for this work. Books and/or videos will be purchased for some of the professional learning cycles. This will move us closer to the ultimate goal of building capacity, while providing cycles of support.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
The mid-point benchmark will be January, 2016. However, weekly classroom observations, utilizing the Danielson's Framework, will be conducted to monitor the progress toward the goal.

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

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

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

Part 1 – Needs Assessment

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

After reviewing recommendations from the 2014-2015 Quality Review, it was determined that teacher leadership opportunities should be increased. The reviewer stated that "leadership structures provide a means for teachers to have input on key decisions about curricula and teaching practices." Therefore in order to further strengthen and cultivate teachers leaders, there must be ample opportunities for engagement.

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, a minimum of 75% of teachers will engage in leadership opportunities in order to assume their parts in realizing the school vision.

Part 3 – Action Plan

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

Create committees that are populated and headed by teachers. (For example, developing and aligning curriculum, instructional practices and assessments)	teachers	ongoing	teacher leaders and administration
Teachers lead professional learning on areas of expertise noted from classroom observations.	teachers	ongoing	teacher leaders and administration
Develop a professional community of teachers who guide one another in improving instruction through peer intervisitations.	teachers	ongoing	teachers and administration

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 will attend monthly instructional team meetings and also go to professional learning opportunities being offered by the Borough Field Support Center and other DOE professional offerings.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
The midpoint benchmark will be January, 2016. The mid-point benchmark will be January, 2016. However, weekly classroom observations, utilizing the Danielson's Framework, will be conducted to monitor the progress toward the goal.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

A careful review of the 2015 NYC School Survey Report, shows that in order to further advance student learning it is imperative that we continue to build the school/home/community connection. As we effectively pull in strategic partners and develop community buy in, student learning outcomes will further increase.

Part 2 – Annual Goal

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

By June, 2016 a minimum of 50% of parents and community members will participate in school events and workshops as measured by the data from the NYC School Survey Report for 2016.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<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>Use targeted outreach to increase family and community involvement.</p>	<p>parents, community</p>	<p>ongoing</p>	<p>Parent Coordinator, Teachers, Administration, Other School Personnel</p>

Provide relevant, on-site professional learning that builds educator-parent collaborations.	parents	ongoing	Parent Coordinator, Teachers, Administration, Other School Personnel
Build collaborations with community partners to improve student learning and other outcomes. (colleges, social service agencies, local leaders, community groups...)	parents, community organizations	ongoing	Parent Coordinator, Teachers, Administration, Other School Personnel

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.											
Parents and community members will be invited to attend workshops and events at the school. Books and other materials will be purchased so that parents can utilize them during the workshops and events.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	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 mid-point benchmark will be January, 2016. However, attendance sheets for events and workshops will be monitored monthly to determine the progress towards meeting the 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)	Students who are either in the lowest third of their class or not meeting the standards in ELA.	Comprehension strategies such as chunking passages, think alouds; evidence based writing ; use of graphic organizers; readers theater; online resources	Small group	During the school day, after school
Mathematics	Students who are either in the lowest third of their class or not meeting the standards in Mathematics.	Teach the problem solving process along with problem solving strategies; strategy based writing; use of manipulatives; flascard utilization; online resouces	Small group	During the school day, after school
Science	Students who are either in the lowest third of their class or not meeting the standards in Science.	Repeated readings to build student reading fluency; evidence based writing; concept and vocabulary notebook organized by categories; develop word banks	Small group	During the school day, after school

Social Studies	Students who are either in the lowest third of their class or not meeting the standards in Social Studies.	Repeated readings to build student reading fluency; evidence based writing; concept and word notebook organized by categories; develop word banks	Small group	During the school day, after school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	The guidance counselor, social worker, SETTS teacher	Play therapy, strategies to address behaviors	One to one, small group	During the school day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

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.
Round 1 interviews are conducted and teacher candidates will implement demonstration lessons. Follow - up interviews will be conducted for Round 2 candidates. In addition, a thorough review of credentials will be done prior to hiring. New teachers will be supported by a mentor and be provided with consistent professional learning.

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).
Teachers, principals, paraprofessionals, and staff, attend professional learning sessions both internally and externally. The professional learning opportunities outside of school have been facilitated by, but are not limited to the Superintendent, Borough Field Support Center, and Teachers College. New teachers are mentored for a minimum of two periods a week in which the teacher and mentor reflect, plan, and collaborate.

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.).

Monthly open houses and tours provide families with an opportunity to visit the school and learn about the programs and curriculum. In addition, outreach is done to nearby community preschools. Also, parental workshops and activities are done.

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.

Teacher teams meet to discuss student needs and curricula and materials to support them. The Instructional team will meet with teachers to ascertain classroom needs based on observations and assessments. Teacher leaders and the administrative team will collaborate utilizing the data from the various teams to evaluate school wide needs and create a plan of action.

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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	151,498.00		
Title II, Part A	Federal	179,461.00		
Title III, Part A	Federal	0		

Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,588,233.00		

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

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

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

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

P.S. 156Q Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. P.S. 156Q, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. P.S. 156Q 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.

P.S. 156Q School-Parent Compact (SPC)

P.S. 156Q, 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 29	Borough Queens	School Number 156
School Name Laurelton		

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 Estelle Moore	Assistant Principal Sheila Jackson
Coach vacancy	Coach vacancy
ENL (English as a New Language)/Bilingual Teacher Harriet Humphrey	School Counselor Kelly Morales-Viruet
Teacher/Subject Area Dr. Glaphyra LaPierre/IEP Spec	Parent Rodney Miller
Teacher/Subject Area Darlene Kemp	Parent Coordinator Hailey Gray
Related-Service Provider Lenesse Whiteman	Borough Field Support Center Staff Member type here
Superintendent Lenon Murray	Other (Name and Title) Andre Williams/Gym Teacher

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (excluding pre-K)	305	Total number of ELLs	12	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	12	Newcomers (ELLs receiving service 0-3 years)	12	ELL Students with Disabilities	0
SIFE	1	Developing ELLs (ELLs receiving service 4-6 years)	0	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	12			0						0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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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		1	1	1									0
Chinese					0									0
Russian														0
Bengali														0
Urdu														0
Arabic		1	1		1									0
Haitian			2	1		1								0
French						1								0
Korean														0
Punjabi														0
Polish														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	1								0
Emerging (Low Intermediate)	1	1												0
Transitioning (High Intermediate)			2											0
Expanding (Advanced)			2	2	1	1								0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

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

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

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		1	2								0

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

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

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 DRA-2 will be used to assess our schools early literacy skills with our ELLs. We will implement a push-in and pull-out model where students are supported in the classroom with supplementary information, pictures, and vocabulary to assist them in following and learning the curriculum. Through the utilization of ongoing research and data analysis, the focus will be to implement individualized and differentiated instruction. The continued emphasis for the 2015-2016 school year will be the efficient infusion of technology, coupled with an emphasis on questioning and writing. Future plans include the development of a true portfolio assessment process, the development of monthly newsletters, and a school website that is updated with translated information so that dissemination of information to the entire school community is immediate, current, and includes all constituents.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 The data patterns across performance levels on the NYSISTELL preclude that there is growth from 2014-2015 scores. The higher scores are in the speaking and listening modality and the weaker scores are in the writing and reading modality. This apparent across all the grades.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 Our focus for the Annual Measurable Achievement objective for the 2015-2016 school year is to build upon the foundations we have developed through the usage of the Common Core State Standards. In order to more effectively individualize and differentiate instruction within the context and framework of a rigorous, standards based curriculum, technology will be infused. Through the effective planning and usage of technology, the achievements of all students will be continually monitored. Detailed information about each students learning needs and daily direct intervention will help students attain mastery. Extensive differentiated strategies, techniques, and learning modalities need to be developed, incorporated, and utilized so that learning is not repetitive but will have a fresh presentation and rigorous content. Technology usage will facilitate immediate feedback and data for students and teachers. Technology will further facilitate the creation of appropriate learning increments and level/complexity to meet student needs. Technology will also facilitate interactive learning where students learn by doing and by giving and getting continuous responses. An additional assessment of teacher and student progress involves looking at student work at regularly scheduled

intervals. Utilizing the developmental portfolios will concretely highlight student strengths and needed areas of further focus. The portfolios will also provide longitudinal analysis as student portfolios will follow the student throughout the grades. Establishing a cohesive and comprehensive research based plan for professional development, collaborative planning and informed decision making utilizing data, and regular assessments with meaningful feedback is key for the successful implementation of our focus.

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

Patterns across proficiencies in grades K-5 for new admits show a great deal of growth from the beginning/entering level to the transitioning/high intermediate level. Students who are entering the NYC Public school for the first time with little or no English ability acquire the ability to understand general concepts and specific details of short conversations but have only a general understanding of longer conversations. They can initiate and sustain a conversation with native English speakers. Students can understand some narrative and descriptive materials that contain familiar vocabulary. They can write simple notes using elementary vocabulary and common language structures. They can express past, present, and future ideas comprehensibly, although errors may occur.

The movement from intermediate to advance is staggering. There is growth in the modalities (reading, writing, speaking, and listening) however the delay in moving to the next proficiency level is minimally evident, again this is true of all grades. This pattern is also consistent from advanced to proficient.

The ELL population fare comparably in tests taken in English as compared to the native language.

The home language is used to incorporate a cohesiveness in parent and school communication.

The ELL periodic assessment was administered the first week of November and just to reiterate what was written in the previous paragraph, growth is apparent and consistent from time of enrollment and I am confident that growth will continue. The Periodic Assessment is not administered in the child's native language, only in English. The ELL teacher gives a copy of the exam to the student's classroom teacher so they may confer on strategies to foster good teaching practices so that ELL's can feel as though they are a vital part of the classroom even when they are not in an ESL classroom setting. Conferring between principal, ESL teacher and classroom teacher has concluded that the following practices must be incorporated in all settings where ELL's are present in order to increase comprehension. Close reading requires a substantial emphasis on readers figuring out a high quality text. This figuring out is accomplished primarily by reading and discussing the text (as opposed to being told about the text by a teacher or being informed about it through textbook commentary). A challenging text doesn't give the meaning easily, it is essential that readers re-read such text. Ready Gen is the curriculum we're following and there are wonderful excerpts and close reading practices for general education teachers that will move our ELL's from emerging to early fluent readers.

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*.] PS 156 data used to guide instruction of ELL's within the RTI framework are the results of the NYSISTELL, NYSESLAT, ELA, Math State exams (where applicable) and ELL Periodic Assessment.) Reframing students responses, confirming aspects of the answer that are correct, and providing language support to further explain aspects that require refinement. ELL's are provided opportunities for appropriate peer learning, including peer pairing and small-group instruction. Language and opportunities in response to key words. Providing opportunities to extend answers, supporting language by using familiar synonyms (e.g., "this is also like"). This information is broken down by modalities to adhere to the academic needs of every ELL. Although these practices vary by grade level, in general they include consideration of the foundational skills such as phonemic awareness in the reading process, with continued emphasis on vocabulary and concept building throughout the instructional process. Reading words accurately as well as reading for meaning and learning, are emphasized through listening comprehension and then later through reading comprehension. We do not wait for English oral language to meet grade level expectations before providing reading instruction. We provide instruction in early reading while also providing support for English oral language development. Language and vocabulary is promoted throughout the day. Students are provided ongoing and appropriate instruction in academic language usage. Academic language development is integrated into core instruction across all subject areas.
6. How do you make sure that a student's new language development is considered in instructional decisions?

Classroom teachers of ELL's regularly participate in professional development focused on meeting the needs of ELL's. Monthly conferences are done with the classroom teacher and the ESL teacher to discuss classroom performance of ELL's. Student's new language development is considered in instructional decisions by: prioritizing instructional time, targeting ELL's individually, instructional interventions that can help ELL's continue to progress, gauging the instructional methods, and examining schoolwide data to consider whether and how to adapt the curriculum based on information about student's strengths and weaknesses. Every concern is addressed.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?

c. How are EPs performing on State and other assessments?

NA

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

The evaluation of the success of our ELL program meeting AYP is based upon the results of the NYSESLAT. All four modalities are individually examined to review growth and how we can address the needs of our ELL's. It is during this meeting where we determine summer school enrollment and possible ELAND review. Letters are sent to the parents as to whether the school met AYP criteria.

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.

At time of enrollment Lawanza Wise (pupil accounting secretary) gives all parents or guardians a home language survey to complete (the parent has the option of completing the survey in their native language.) After completion, Mrs. Humphrey (certified ENL teacher) looks at the responses to the various questions of language the child speaks, reads and understands. The parent or guardian is briefly interviewed. If the parent or guardian answers one question from part I indicating that the child uses a language other than English and two questions from part II that indicates the student uses a language other than English, the student is given the NYSITELL (New York State Identification Test for English Language Learners) by the ENL teacher within the first ten days after enrollment. If the student scores at or below their grade cut score, they receive ENL services. If the student scores above their grade cut score, they are not entitled to ENL services. All students that take the NYSITELL are noted on a roster in the ENL teachers classroom records.

All ELL's are tested annually with the NYSESLAT (New York State English as a Second Language Assessment Test) to assess English language abilities. Results are available by the new school year and students will either continue in ENL or discontinue ENL services.

After reviewing all information, attending an in school orientation session and viewing a video tape (all in the parent's native language) parents choose whether they want their child to attend a Bilingual program or ENL program. Whatever program they choose, a form is filled out and signed. However, a student who does not take Bilingual education must take at least ENL. If the school that the student attends does not offer a Bilingual educational program in the students' native language, the student is entitled to be transferred to another school that offers the appropriate program. The NYC Department of Education is responsible for providing transportation to the new school. Schools that have twenty or more students who speak the same native language in the same grade or two contiguous grades (e.g... grade 3 & 4) must create a bilingual educational program in that native language. Here at the Laurelton School (PS/MS 156) we have only the ESL program. After parents have viewed all of the necessary materials they usually choose the ESL program. At time of enrollment, the ESL teacher gives all parents or guardians an informal oral interview. If the parent is in need of an interpreter, one is provided. The IEP specialist (Dr. Glaphira LaPierre) can communicate in Haitian Creole or French for all of our Haitian and French speaking parents. In addition, we have a pedagogue that can communicate with our Spanish speaking parents (Ms. Claudia Ibanez).

A para-professional administers the Spanish LAB R to all of our native Spanish speaking new admits.

If a parent is accompanied with an under age interpreter or needs a translator but one is not available, all pertinent school documentation are available to the parent in their native language in the main office.

Upon entering the school a poster detailing the different languages that the NYC Department of Education has readily available with interpreters to communicate to parents if the school doesn't have a staff member that can translate. At risk, special needs. The parent coordinator has one in her office as well which is located near the main entrance.

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).

All parents receive a home language survey to complete (the parent has the option of completing their survey in their native language). After the completion of the home language survey, the certified ENL teacher reviews the responses to the questions of language the child speaks, reads and understands. If the parent or guardian answers one question from part I indicating that the child speaks a language other than English and two questions from part II that indicates the student uses a language other than English, the ESL teacher administers the NYSITELL within the first ten days after enrollment.

An informal interview is conducted by the ESL teacher and the ELL student. The ESL teacher asks the student 5 simple ended questions. The questions are not graded however, the responses are kept in the students cumulative records.

If a student is identified as SIFE an assessment is conducted early on in the students native language and in English. An inquiry is done to access student data from former school (access grades and test scores.) An informal assessment is done to assess students literacy skills: phonemic awareness, reading comprehension, writing, speaking and listening. After the informal assessment, meetings with

prospective students teachers and counsellors to review data and identify the needs of the student. This assessment is done within the first 30 days after a child's enrollment.

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).

Ms. Estelle Moore is PS 156 principal and Ms. Sheila Jackson is the LPT was accepted within the 20 day window Principal of PS 156Q. Members of the LPT team are: Harriet Humphrey (ENL Teacher), Glaphira LaPierre (IEP Specialist) and French and Haitian Creole interpreter, and Kelly Morales-Viruet (guidance counselor), Claudia Ibanez is the Spanish translator., Ms. Lola is our Haitian speaking parent volunteer.

Safe students are identified within the first 30 days after enrollment. The LPT plan was accepted within the 10 days. ESL service placement is complete after the first 10 days after enrollment.

As of the 2015-2016 school year, after reviewing evidence of the student's English language development the SBST team determines whether or not the student takes the NYSITELL. If the student takes the NYSITELL, once administered, the student's ELL status will be determined and the above ELL Identification Process will continue. If the SBST determines the student does not need to take the NYSITELL, then the principal/designee is notified. Based on a review of the evidence, the principal determines whether or not the student should take the NYSITELL. Parent is notified of the decision within 3 days. If no, then then the Superintendent will review the evidence and make a final determination. The parent will be notified.

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.

ELL entitlement or non-entitlement letters are communicated to the parent in three ways:

Pupil accounting secretary mails an entitlement letter to the student's home.

The ESL teacher sends an entitlement letter home by the student.

The parent coordinator notifies the parent by phone.

The above mentioned procedures are done within five school days after the NYSITELL is scanned and score is determined.

All parent letters and notification are interpreted in the parent's native language. If a parent's language is not available, a call is made to the Translation and Interpretation Unit so that we may communicate with the parent.

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

Parents are able to appeal ELL status within 45 days of enrollment based on the following criteria: student's scores at the proficient/commanding level on the NYSESLAT or NYSITELL. Parent is notified by a tested letter available in their native language. A copy of this letter is placed in the child's cumulative records and a file is kept in the ENL teacher's files.

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 reviewing all information, attending an in-school orientation and viewing an online video (all in the parent's native language) parents choose whether they want their child to attend a Transitional Bilingual, Dual Language, or Freestanding ELL program.

Whatever program they choose, parents must complete a "Parent Survey and Program Selection" form. The forms are completed, signed, and returned to the ESL teacher within 5-7 days. If the parent receives the forms and has not returned them to the ESL teacher, then the child is placed in ESL until further notification by the parent. It is noted on the ESL teacher's caseload that the parent did not return the forms and the only option for the child is a Freestanding ESL program. If a parent chooses not for their child not to be placed in a Bilingual classroom must be placed in the ESL program. If the parent opts for a Bilingual program in the student's native language, the student is entitled to be transferred to another school that offers that program. The parent is responsible for the transportation of the child. Schools that have twenty or more students who speak the same native language in the same grade or two continuous grades must create a bilingual educational program in the native language.

Parents are informed of a TBE/DL program once one becomes available. This notification is in parent's native language via letter or phone call. Transportation is still provided by the department of education. A bilingual program is the default placement when a parent survey is not returned.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

The school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner with the assistance of the Parent Coordinator and ESL Teacher via email, text, phone call and mail service if the forms are not returned in a timely manner. Every alternative is made so that the parent can get the assistance they need to return these forms. By using this technique the school has minimal to no incident of unreturned forms. Once the forms are returned, copies are made, filed and placed in two secure locations the principal's office and ESL teacher's classroom. If a form is not returned, the default program for ELLs is bilingual education.

Parent program choice is monitored based on their responses to the parent orientation. If the parent does not return the program

choice letter, their child is automatically placed in a bilingual program. There is no bilingual program currently at the school. The parent is informed of this in a letter in their native language. Transportation is supplied by the Department of Education.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. Parent Survey and Program Selection Forms that have not been completed and returned are monitored. The names of unreturned forms are kept and parents are called Tuesday afternoon during professional development. Letters are also sent home in the parents native language. Parent Survey and Program selection forms are stored in the ENL teachers classroom. Parents preferred language is English.
9. Describe how your school ensures that placement parent notification letters are distributed. Placement parent notification letters are distributed after the parent orientation during the first 10 days after enrollment. The form is downloaded then affixed with the schools letter head. A roster of the ELL population with the students name and parents name is generated. Once the Parent Survey and Program Selection forms are distributed, a check list is made to ensure the return of these forms. Once the form is returned, a check is placed by the students name. If the forms are not returned the parent is notified of the urgency of the return of the document. Parents preferred language is English. Mrs. Humphrey (ENL Teacher) is responsible for the distribution of the placement parent notification.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). All ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement) is retained in the ESL classroom in a locked file cabinet. Mrs. Humphrey has access to ELL documentation. Non-entitlement and entitlement letters are kept in Mrs. Humphrey's classroom. HLIS document, originals, is kept in the main office. All HLIS are available in multiple languages.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The NYSESLAT is administered every spring to assess language acquisition of the ENL population at PS156Q. The RELL report is generated from ATS to accurately verify the ENL population. The RELL report is cross referenced with Mrs. Humphrey's caseload. Mrs. Humphrey creates a NYSESLAT testing roster of students names and grades to be tested. Copies of the RELL, NYSESLAT roster, and caseload are given to the testing coordinator Mrs. Sheila Jackson (Assistant principal and testing coordinator). The ENL teacher (Mrs. Humphrey) has the original documents with a copy of the testing schedule for the NYSESLAT administration window.

The NYSESLAT roster is broken into the four modalities of the test (reading, writing, listening, and speaking) with students names to follow. As the groups or individuals are tested, the date of administration is written in a box next to students name to show completion of that modality of the exam.

The speaking modality of the test is done solely by the student with a disinterested pedagogue quietly sitting in the room. The pedagogue that assisted in the hand scoring of the speaking modality is Mrs. Darlene Kemp (science teacher) and Mr. Andre Williams (gym teacher). The reading and writing modality of the exam is administered by the ENL teacher in the ENL classroom. All bulletin boards with student work and academic posters are covered.

ELL's are retrieved from their classrooms by grade by the ENL teacher. All classroom teachers of ELL's are given written notification of the NYSESLAT so that they can plan accordingly and expect students ENL schedule adjustment due to NYSESLAT requirements. Dates are written next to students names, on the NYSESLAT roster, after the completion of all modalities.

All NYSESLAT test booklets, DFA's, CD's, scoring guides, directions for administration, and return UPS labels are secured in a locked file cabinet in the ENL classroom. The ENL teacher is the only person with access to the testing materials once they've been verified by the ENL teacher, testing coordinator, and principal. The exams are resecured and placed in a locked file cabinet in the ENL teachers classroom.

The scoring of the writing modality is facilitated by Mrs. Darlene Kemp (science teacher). Mrs. Kemp is a former gen. ed. elementary teacher and reading coach who has had new language learners in her classroom. Mrs. Humphrey conducted two professional development sessions on how to score the speaking and writing modalities of the NYSESLAT.

Upon completion of the NYSESLAT, a checklist generated by Barbara Marcisak from the office of assessment is completed and signed by the principal (Ms. Estelle Moore). The exam is dropped off at the local district office.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Continued entitlement and transitional support parent notification letters are distributed after the Spring NYSESLAT test is available on ATS. In the fall of the upcoming school year, the ENL teacher generates the RLAT from ATS. This report details the results of the NYSESLAT of the PS 156Q ENL population from the previous year. The spring NYSESLAT score is the most current analysis of the ENL students English acquisition. Each ELL student receives a letter generated by Mrs. Humphrey with their overall score, a breakdown of the four modalities, and the level that they have reached (i.e., entering, emerging, transitioning, expanding, and commanding). All ENL's are given a letter detailing their performance level on the NYSESLAT. The letters are disseminated in the parents language of choice which has been primarily in English.
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).

At The Laurelton School we practice a push-in and pull-out model. After parents have viewed all of the necessary materials, 99.9% of parents prefer their child be placed in an ESL program. Parents request an English only classroom because they feel that once their child leaves his/her school setting and is at home around family and friends, the child reverts to communicating in their native language and this is counter productive. Parents feel that a primarily English speaking school and the ESL program, gives their child what they need to succeed academically and verbally for the future. The monitoring of parent choice is done by the ENL teacher and parent coordinator (Ms. Hailey Gray). If parents wish for their child to be placed in a bilingual classroom and since PS 156Q does not have to population to open a bilingual classroom, the parent is offered the choice to send their child to a school that has a bilingual classroom. If the parent wishes to send their child to that participating school, he or school will be given transportation to send their child to that school. PS 156Q trend as per the parent choice is that they do not wish to send their child/children to a school that has a bilingual class.

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 Stand Alone unit of study in which ELL's receive instruction to acquire English to succeed in core content courses; cannot be delivered in lieu of core content area instruction, including ELA. Mrs. Humphrey is a certified ESL teacher however she facilitates the classroom teachers lesson through ESL methodologies. At PS 156Q we use a Stand-Alone program. We do not use an integrated ENL program in which ELL's receive instruction in core content areas (ELA, math, science, and social studies). Ours ENL teacher is dually certified in general-ed and ESL.

Students are grouped by their total score on the NYSESLAT and grade level.

Instruction is delivered by a certified ESL teacher who pushes-in their mainstream core subject areas (ELA and Math).

There is a scheduled common planning period for ESL and classroom teachers to collaborate.

The following is our pull-out model:

Block 1 -Language and Word Study: the focus on Language and word study is on developing children's language and word study knowledge and skills. Language is developed through high quality literature, poetry and text. Poetry is a powerful component of oral language from the start. Academic Language Development takes place as children investigate language as they speak and hear models of language spoken.

Word study -phonics, spelling, vocabulary

Block 2 -Reading Workshop: incorporates guided, independent read alouds within a literary study.

Block 3 -Writing Workshop: Daily writing is as necessary as daily reading. It is important to make a reading/writing connection.

Guided Writing -develop small groups to discuss aspects of writing.

Independent writing -student work silently and individually on their own writing. Daily mini lessons provides the bases on the needs of the writers.

Learning New Language:

We learn new language in several ways: conversation, experience, and text. The 3 block Framework for Language Development is flexible and can be differentiated to meet specific student needs. The 3 Block Framework for Academic language Development helps to organize instruction and learning. It provides for a high level of language acquisition for the student.

- b. TBE program. *If applicable.*

NA

- c. DL program. *If applicable.*

NA

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)?

Entering and emerging ELL's receive 360 minutes of instruction per week. Transitioning and expanding ELL's receive 180 minutes per week. Commanding or proficient ELL's must continue to receive services for an additional two years as per the CR Part 154 model. Classroom teachers are provided with more support and staff development to differentiate instruction and incorporate efficient strategies to meet students needs. Plans are to be developed specifically to support the student in the classroom. For the 2015-2016 school year, every teacher of an ELL will receive a letter from the ESL teacher with the dates and times in which she will have stand alone or integrated ENL services.

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.

Content area support is facilitated through racial, ethnic, and cultural diversity which is reflected in many classrooms. The school has an increased number of students with diverse needs. These students come from multicultural backgrounds where English may not be the primary language. The diverse composition of the classroom brings many challenges as well as many opportunities to educators. Teachers can create classrooms that respond successfully to the needs of diverse learners when they have the knowledge of effective practices and the support of the district, administrators, other colleagues, families and community members.

With this said, the ways we foster language development is by:

- Creating an environment to show respect for students and a belief in their capabilities
- Communicate high expectations to all students
- Be specific in what students are expected to know and be able to do
- Incorporate learning experiences that show respect for students as individuals in order to help build self-worth

Academically the curriculum must:

- Build upon background knowledge and experiences of students
- engage students in active learning
- foster individual, cultural, and linguistic diversity
- Promote social interaction

This is indicative of all content areas and of all grades.

The materials used for students are: Common Core Comprehension levels 1,2,3, Empire State NYSESLAT ESL/ELL grades k-8, Scott Foresman ESL grades 1-5, Phonics levels A-C, English At Your Command, Access Newcomers, dictionary, thesaurus, Foundations and Cornerstone Levels 2-5.

Sheltered English is an approach we use to teach English language learners which integrates language and content instruction. This approach provides access to mainstream, grade level content, and to promote the development of English language proficiency and native language support for the content areas.

All of these methods are aligned with CCLS.

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

The ESL teacher generates a list of the ELL population. This is given to the Principal/Assistant Principal. The Principal/Assistant Principal meet with the ESL teacher to verify the list and to access, based on NYSISTELL and NYSESLAT scores, whether the student would benefit from the administration of the state test, if applicable, in their native language or in English. If the test is not available in the student's native language, a pedagogue is hired to orally translate the exam to the student. Once this decision is finalized, the classroom teacher and principal/assistant principal are notified of the decision and student accommodations. This information is filed with the ESL teacher and testing coordinator. This ensures that ELL's are appropriately evaluated in their home language throughout the year.

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

An ATS report is generated to identify all ELL's in the school. A roster is created prior to the administration of all state testing including the NYSESLAT. Periodic assessments are done throughout the year with the use of Empire State's NYSESLAT test prep. This book is designed to help students achieve ample success on the NYSESLAT. The ESL teacher has a series of activity text books and work books from grades K-5. Students are assessed individually, throughout the year, and the test results are kept in the student's binder for portfolio assessment.

Informal assessments are administered weekly by classroom teachers of ELL's to assess classwork and mastery of the skill of that week excluding MOSEL and annual state exams which assess what students have learned throughout the year. The ENL teacher administers an informal periodic assessment in the late-fall and mid-spring. This assessment is done in-house using copies from the workbook, Empire State NYSESLAT ESL/ELL.

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

At risk, special needs, and SETTS services are provided to long-term ELL's & SIFE students. These students have specific individualized instructional issues to be addressed. They may have achieved conversational fluency but not necessarily academic fluency. Effective programming will include a challenging theme based curriculum that will teach integrated complex thinking across curriculum areas. Collaborative activities will include one on one conferring with the teacher (i.e. dialogue journals small groups, peer learning activities/study buddies, and cooperative learning. Study skills and test sophistication will be intentionally taught through the use of graphic organizers and varying hands-on strategies. During professional development days, specific strategies and tips for effective instruction of ELL/SIFE students will be addressed.

Newcomer ELL's use the workbook, Access Newcomers and Phonics Level A to get the fundamentals of the English language. Developing ELL's use ommon Core Comprehension and English at your Command. These materials further reiterate the common core standards and deepen the level of comprehension of the ELA subject area.

All former ELL's receive 90mon. per week of ESL support.

Current and former ELL's receive time in a half for all exams, formal and informal.

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.

Reentry identification: the process to detemine if a student is an ELL who is reenrolling in a New York State public school after not having been enrolled in a New York Statepublic school at any time during the preceding immediate two years (less than 24 months).

Re-identification Proceess: the process created to allow schools, parents, and students who believe that a student may have been misidentified as an ELL or non-ELL to request a second time.

The Re-identification Process may be utilized for students who

- Have a home language other than English, and
- Are ELLs and non-ELLs

The school must initiate a review of the ELL status determination upon receipt of a written request from any of the following:

- A student's parent or guardian
- A student's teacher (if the teacher's request includes written consent from the parent or guardian)
- A student of 18 years of age or older

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

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The Re-identification Process consists of the following steps:

1. School receives written request to initiate the Re-identification Process (e.g., parent writes letter to principal).
2. School reviews all documents related to the initial or reentry identification process detailed above.
3. School reviews the student's work in English and in the home language.
4. School may administer the NYSITELL to the student if the original determination was that the student should not be administered the NYSITELL. Under no circumstances can the Re-identification Process include a second administration of the NYSITELL.
5. School consults with parent or guardian.
6. School conducts and reviews the results of a school-based assessment, administered by qualified personnel as defined by CR Part 154-2.2(u)4, of the student's abilities in listening, speaking, reading and writing in English.
7. Appropriate staff consults with the Committee on Special Education (CSE) if the student is a student with a disability or is suspected of having a disability that may impact the ability to speak, read, write or listen in English.
8. Based on the recommendation of the qualified personnel, the school principal determines whether to change the ELL status or not. Written notification of the decision in the parent's preferred language must be sent to the parent or guardian (and the student if he/she is 18 years of age or older). If the recommendation is to not change the ELL status, no further actions are necessary; if the recommendation is to change the ELL status, the process continues.
9. Upon receipt of signed notification acknowledging the principal's recommendation to change the ELL status from the parent

or guardian or student (if he/she is 18 years of age or older), the relevant documents and recommendation are sent to the superintendent (or designee) for review and final decision.

10. Written notification of the decision is sent from the superintendent to the principal, parent, guardian, and student (if he/she is 18 years of age or older) in the parent's preferred language within 10 school days of receipt of documentation from the principal. If the decision is to not change the ELL status, no further action is necessary. If the decision is to change the ELL status, the student's program must be modified accordingly.

11. All notifications and relevant documents must be kept in the student's cumulative folder.

4 A bilingual or English to speakers of other languages teacher, certified pursuant to CR Part 80, who is fluent in the home language of the student and parent or guardian, or uses a qualified interpreter/translator of the language or mode of communication the student or parent or guardian best understands, or (2) a teacher who is certified pursuant to CR Part 80, and has been trained in cultural competency, language development and the needs of English language learners, and who is proficient in the home language of the student or parent or guardian or uses a qualified interpreter/translator of the language or mode of communication the student or parent or guardian best understands.

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Phase 2

Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal, must 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 must 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, he/she must consult with the superintendent or his/her designee. Final decision notification must be in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.

Continuation of Services

Each spring, ELLs are tested to evaluate their English proficiency using the New York State English as a Second Language Achievement Test (NYSESLAT). All students who are English language learners must take the NYSESLAT (see page 44 for best practices). The NYSESLAT is designed to measure the English language proficiency of students who have been identified as ELLs and to determine their continued ELL status.

Schools must send Continued Entitlement Letters to parents of students who continue to be entitled to ELL services (based on the NYSESLAT). Letters should be sent to parents before the beginning of the school year but no later than September 15 of the school year in which the student continues to be entitled. Letters must be sent in the preferred language of the parent. Schools that receive articulating ELLs should review student records in order to provide program continuity (e.g., middle schools with sufficient numbers of sixth-grade ELLs who come from grade five bilingual programs must create a bilingual program to serve these incoming.

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?

ELA, Ready Gen is used for literacy and Go Math is used for mathematics. The ESL teacher uses different materials and technology that are available in her classroom. The ESL teachers class sets include 'Phonics' and 'Conerstone' -Longman and 'ESL' -Scott Foresman.

The following strategies are designed to help teachers meet the needs of all the students in their classrooms and to help make the mainstream classroom more inclusive for English language Learners and English Language Learner Students with disabilities:

1. Provide Comprehensible Input: Students must understand the message that is conveyed. Comprehensible input is a hypothesis proposed by Krashen, S., 1981. He implies that ELL's acquire language by hearing and understanding messages that are slightly above their current English language level. When Newcomers are assigned to a mainstream classroom and spend most of their time in this environment it is especially critical for them to receive comprehensible input from their teachers and classmates. When providing information by lecturing in the front of a classroom, the English Language Learner will not be receiving this input. Teachers will speak more slowly, use gestures and body language to get across the meaning to ELL's. Comprehensible input is crucial for providing effective instruction for all ELL students with disabilities.

2. Make lessons Visual: Use visual representations of new vocabulary and use graphs, maps, photographs, drawings and charts to introduce new vocabulary and concepts. Tell a story about information in the textbook using visuals. Create semantic and story maps, graphic organizers to teach students how to organize information.

3. Link new information to prior knowledge: teachers need to consider what schema ELL students bring to the classroom and to link instruction to the students' personal, cultural, and world experiences. Teachers also need to know what their students do not

know. They must understand how culture impacts learning in their classroom.

4. Determine key concepts for the unit and define language and content objects for each classroom: Teachers write the key concept for a unit of study in student-friendly language and post it in the classroom. New learning should be tied to this concept. Additionally, teachers should begin each lesson by writing a content objective on the board. At the end of the lesson, students should be asked if the objective was met. Classroom teachers also need to set language objectives for the ELL's/ELL SWD in their class. A language objective might be to learn new vocabulary, find the nouns in a lesson, or apply a grammar rule.

5. Modify vocabulary instruction of ELL's/ELL SWD: English language learners with and without disabilities require direct instruction of new vocabulary. Teachers should also provide practice in pronouncing new words. ELLs/ELL SWD need much more exposure to new terms, words, idiom, and phrases than do English fluent peers. Teachers need to tie new vocabulary to prior learning and use visual to reinforce meaning. Content area teachers should teach new vocabulary words that occur in the text as well as those related to the subject matter. Word wall should be used at all grade levels.

6. Use cooperative learning strategies: Lecture style teaching excludes ELL's/ELL SWD from the learning in a classroom. We don't want to relegate ELL's/ELL SWD to the fringes of the classroom doing a separate lesson with a classroom aide, ENL teacher beneficial to ELLs/ELL SWD who have an authentic reason to use academic vocabulary and real reasons to discuss key concepts. ELLs/ELL SWD benefit from cooperative learning structures. Monitor that they are actively participating.

7. Modify testing and homework for ELLs/ELL SWD: Content area homework and assessments needs to be differentiated for ELLs/ELL SWD. Teachers should use all alternative types of assessment: oral, drawings, physical response (e.g., act-it-out), and manipulatives as well as modifications to the test. Homework and assessment should be directly linked to classroom instruction and students should be provided with study guides so that they know what to study. Remember that the ELLs/ELL SWD in your class may not be able to take notes.

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?

We set high yet reasonable instructional expectations that provide ongoing instructional support to ensure that ELL-SWD's expectations are met. PS 156Q ensures that flexible programming is used to maximize time spent with non-disabled peers by incorporating a curriculum that ELL's are being provided with oral language and literacy instruction in English which will allow students to work on different tasks addressing the same goal. We use different resources to match the readiness levels as students work on the same task. Resources are available that reflect a variety of reading levels for students. Tiered assignments to adjust tasks to accommodate student needs are utilized. Responding to student differences during the lesson through reteaching, reinforcing and extending the lesson is also used. These methodologies help ELL-SWD students achieve their IEP goals and further attain English proficiency within the least restrictive environment. There is a big difference between struggling to learn a second language and having a learning disability. Being an English language learner is not the same as being learning disabled. Before you make a referral for special education, make sure that your student has been tested in his or her native language, and is not being penalized for not speaking English. Make sure to inform the ELL's parents or guardians of the steps being taken to find the appropriate program for the ELL. Involve parents and guardians in the process and continue to inform them of new developments.

The criteria used to place ELL-SWDs in an ICT class is done by using a comprehensive assessment involving you, other teachers, the school administrator, and personnel from the district's special education office can confirm and identify specific learning disabilities. Referrals of ELLs to special education programs should include the results of tests in the student's first language and in English. In making this decision, it is also important to:

- Keep a record of the ELL's problems through school and classroom-based observations
- Provide evidence that the ELL's difficulties are observed in both languages, and that he or she has not made satisfactory progress despite receiving competent instruction
- Ask for and keep a record of the input from the ESL teacher and others involved in the child's education
- Ask for and keep a record of the input from parents or guardians

Chart

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

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

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

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



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

Chart

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

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

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

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

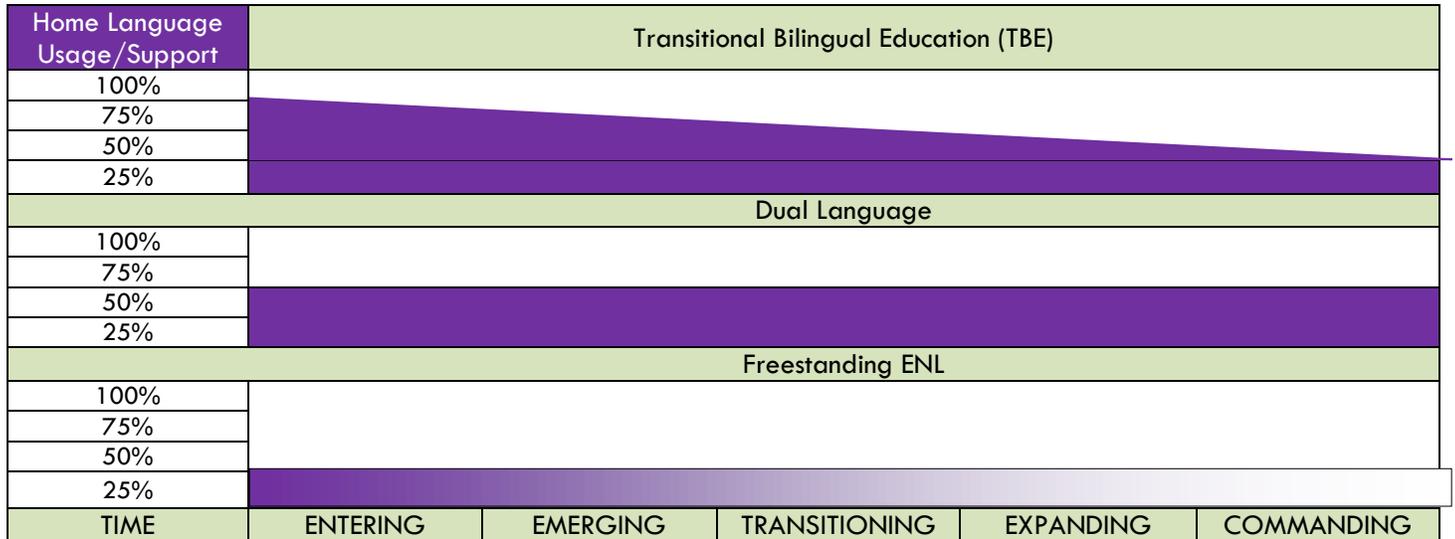


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. Through the utilization of ongoing research and data analysis the intervention put into place for ELLs in ELA, mathematics, and the other content area for the 2015-2016 school year is the efficient infusion of technology. More , Starmatica, can further provide a link between data analysis and individualized instruction by providing standards aligned content to address each student's needs. In addition, we use Ready Gen for Literacy where students are expected to represent, record, solve, and explain as they build an understanding of the lesson. With Go Math, lessons are designed to fully facilitate conceptual development, as students work from introduction to mastery of each content standard listed in the Common Core. The targeted intervention for science utilized manipulatives that were hands on and visual prompts. Science by Harcourt utilizes hands on activities with manipulatives to assist ELLs. Weekly readers and online links gives ELLs further visual stimulation. Longman Social Studies, teaches ELLs about the world. Language tips help students understand grammar and vocabulary. The science test was administered to three fourth graders (there are currently no ENL's in the eighth grade). Two of the ENL's scored at Level 3 and the fourth scored at a Level 1. The science exam was administered in English, not in students native language.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

All teachers are made aware that they are teachers of ELLs by providing intergrated language and content instruction to support language development through language-focused scaffolds. ESL and other content-area teachers must collaborate purposefully and consistently to promote academic achievement in all content areas. The data used is based on materials within the classroom: Ready Gen and Go Math. For science and social studies, teacher created assessments that are aligned to the Common Core State Standards are used. The differentiation of instruction allows teachers to change their pace, teaching style, and level of instruction based on student needs. Student needs include readiness levels, interest, and learning preferences. Differentiation helps teachers respond to the needs of all students. This is beneficial for all students, including ELLs who learn at different rates and in different ways. This form of instruction has greatly improved our ELLs in both content and language development.

The assessments used are: MOSEL, DRA, weekly content area quizzes, Baseline/Benchmark ELL periodic Assessment. All data is reviewed uppn completion of the exams.
12. What new programs or improvements will be considered for the upcoming school year?

Our focus for the 2015-2016 school year is to further develop the implementation of the Workshop Model with the infusion of technology. Through the effective planning and usage of technology, the achievement of all students will be continually monitored. Detailed information on each student about specific learning needs and daily direct intervention will help students attain mastery. StarrMatica is an online tool that will be utilized this year to further deepen students language acquisition.
13. What programs/services for ELLs will be discontinued and why?

There will be no discontinued services for ELLs. The students will continue to receive ESL instruction by a certified ESL teacher. In addition, students will utiize StarrMatica, an online resource that can be utilized at school and home.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

Extensive differentiated strategies, techniques and learning modalities need to be developed, incorporated, and utilized so that learning is not repetitive but will have a fresh presentation and rigorous content. Technology will further facilitate the creation of appropriate learning increments and level/complexity to meet student needs. Technology will facilitate interactive learning where students learn by doing and by giving and getting continuous feedback. All students will utilize StarrMatica, an online resource that promotes on task engaged learning with interactive animations, response required questions, and guided practice. All ELLs participate in academic intervention services (AIS) throughout the school year.
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.

Other instructional materials used to support ELL's and ELL subgroups are: Foundations, Reading For , and an audio library. For technology, students use Starmatica and Destination Learning Management. Through the effective planning and usage of technology the achievement of all students are continually monitored. Detailed information on each student about specific learning needs and daily direct intervention help students attain mastery. Native language materials used are workbooks in math and science subject areas that are in English and the students native language. Extensive differentiated strategies and learning modalities are developed and incorporated so that learning is not repetitive but fresh with rigorous content. Technology will facilitate the creation of appropriate learning increments and level/complexity to meet student needs. Technology will facilitate interactive learning where students learn by doing and by giving and getting continuous support. Content area books are Ready Jen and Go Math.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Classroom libraries are heavily multicultural and have substantial supplemental materials that are aligned to core curriculum. Supplementary information such as picture books and vocabulary assist students with home language support in English.

Three leveled reading prompts are used for below, approaching, and on grade level students. Students start their comprehension practice at their grade level. Repeated readings and teacher support scaffold students up to the on-grade-level. Struggling students do not miss out on essential comprehension practice because the comprehension questions can be answered no matter which passage is read. The Common Core Standards require students to progress to grade-level competency. Therefore, it is recommended that once students build background on the topic, they staircas up to the on-grade-level passage, which includes richer vocabulary and language structures. This strategy is done across all subject areas incorporating the fostering of native language development.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Effective programming will include a challenging theme based curriculum that will teach integrated complex thinking across curriculum areas. Small groups and peer learning activities are also utilized. Study skills and test sophistication will be intentionally taught through the use of graphic organizers and varying hands-on strategies. Articulating specific content and language objectives. Integrating explicit and implicit research-based vocabulary instruction. Providing opportunities for students to discuss content and problem-solving with peers. Anchoring instruction by strategically using research-based practices (e.g., multimedia, visual, graphic organizers, etc...) Providing special education support services, accommodations, and specially designed instruction to meet the specific instructional needs of ELLs with disabilities. Designing, selecting, and implementing a high-quality curriculum that meets the needs of Early Learning ELLs. Using .
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).
Throughout the school year, ELLs participate in various activities such as academic intervention services with staff trained in ESL methodology, social/emotional development with the guidance counselor, parent and student activities with the parent coordinator. As of the 2015-2016 year, an older student who speaks the same language can walk the younger student around informing them of what/where things are.
19. What language electives are offered to ELLs?
Mandarin is offered to ELL's in grades 2 and 3.
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)?

NA

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

Professional development opportunities are offered to all teachers of ELL's that are non ESL/Bilingual teachers. Grade level planning periods for ELL's in their various classes are planned to maximize English language acquisition. Strategies are discussed and subsequently infused into the content area. After school professional development sessions are scheduled through the school year and notices of ESL professional development courses are posted in the main office for the entire staff. Classroom teachers of ELL's and the ESL teacher hold monthly meetings to discuss ELL's and other general concerns pertaining to the ELL's in their classroom. The anecdotes are given to administrative team to be addressed. Through these measures, the school and principal/assistant principal are held accountable for improvement in the academic achievement of ENL students. In addition, the fourth Monday of each month, where possible has been dedicated for all ELL personnel to participate in professional learning.
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?

Over the course of the school year, a minimum of four staff development meetings are conducted. Teachers with ELL students are given instructional support and practices vital to providing the ELL students with the academic tools they need for academic excellence, even outside of an ESL classroom. The following professional development workshops will benefit our staff in meeting the needs of the ENL student in our mainstream classrooms.

The following is an explanation of workshops being provide at the school level:

 - Workshops on key concepts in second language acquisition theory as it connects to the Common Core Standards for language and speaking.
 - Workshops on best practices for teaching ENL in the mainstream classroom.
 - Workshops on using technology to differentiate instruction.
 - Linking on going professional development in balanced literacy and mathematics with the special needs of ENL learners as it relates to the Common Core Standards.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

To assist students in transition from elementary to middle school, the administration along with the guidance counselor conduct support meetings for students and families. In addition, the guidance counselor has individualized sessions with students to further facilitate the transition.
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.

Professional development opportunities will be offered to all teachers of ENLs throughtout the school year. There will be a minimum of four professional learning opportunities for all teachers. A sample of these sessions are as follows:

 1. Learning opportunitis on key concepts in second language acquisition theories.
 2. Learning opportunities on best practices for teaching ENLs in the mainstream classroom.
 3. Learning opportunities on using technology to differentiate instruction.
 4. Learning opportunities on linking balanced literacy and mathematics with the special needs of ENL learners.

Agendas and attendance sheets will be kept in a binder in the assistant principal's office.

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?
Parents of ELL's receive notices in their native langague (for non-English speakers) pertaining to all events related in and out of the school. Meetings between ELL parents and the ESL teacher are conducted to discuss how parents can become more involved in their childs academics. The meeting is for 90 minutes. Parents have an opportunity to meet with other parents and discuss concerns they may have and/or questions. In addition, we make sure that translation/interpretaion services are available.
Future plans include the development of monthly newsletters and a school website that is updated with translated information bi-monthly so that the information is disseminated to the entire school community.
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.
Records are kept for annual individual meetings with ELL parents in the ESL teachers classroom.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. ELL parents are invited to attend all workshops and programs that are given at the school. In additon, teachers and other school staff reach out to parents to further ensure their involvement. Parents are notified of activities via telephone, mail, calendars, letters, etc. In addition we make sure that translation/interpretation services are available. The parent coordinator reaches out to parents on an ongoing basis to keep them informed and to foster parent involvement.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? The school notifies parents of all workshops/activities that the Office of English Language Learners set forth. In addition we make sure that translation/interpretation services are available.
5. How do you evaluate the needs of the parents?
Through conversations, participation in activities/workshops, and the data provided by the NYC School Survey, the needs of parents are evaluated. In addition, the RAPL report in ATS provides the languages that parents speak so that we can ensure that the appropriate translation/interpretation services are available either orally, in person, or in writing if needed.
6. How do your parental involvement activities address the needs of the parents?
Every effort is made to accommodate the various needs of ELLs and their families. This includes but is not limited to workshop topics, type of activities selected, and time of day events are held. The parent coordinator meets with parents on an ongoing basis to determine their needs and interests. In addition, we make sure that translation/interpretation services are available.

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.

Part VI: LAP Assurances

School Name: <u>Laurelton</u>		School DBN: <u>29Q156</u>	
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)
Estelle Moore	Principal		1/1/01
Sheila Jackson	Assistant Principal		1/1/01
Hailey Gray	Parent Coordinator		1/1/01
Harriet Humphrey	ENL/Bilingual Teacher		1/1/01
Rodney Miller	Parent		1/1/01
Glaphyra LaPierre	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Kelly Morales	School Counselor		1/1/01
Lenon Murray	Superintendent		1/1/01
	Borough Field Support Center Staff Member		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **29Q156** School Name: **The L**
Superintendent: **#INGEST ERROR!**

Before you begin, please check the following:

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

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

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

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

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

The data and methodology used to assess the schools written translation is derived from its parents whose home language is other than English. Communication with all parents are conducted in a language that is based on the parents answers as per their completion of the home language survey or, parent's most comfortable expression. Whether it's written or oral, pedagogues are available to translate school based information in parents native language with its literal English accompaniment. In addition, we make sure that translation/interpretation services are available. In additon the ATS report of Preferred Languages is utilized.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

English is the preferred language for both written and oral communication even though written communication is available in many languages such as: Haitain Creole, French, Spanish, and Arabic.

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.)

The school and ESL teacher provide all written translated services. The translation of all school based and community materials are disbursed to the parent on the day of admission. Annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State Testing dates, general overview of student curriculum, and letters from the school leadership are disseminated in a timely fashion as it pertains to important dates and regulatory procedures. All of these documents are disbursed in translation.

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.

There are a minimum of four formal face-to-face meetings scheduled for the 2015-2016 school year. These are scheduled to take place in September 17, 2015 (Meet the Teacher), November 5, 2015, March 3, 2015, and May 12, 2015 (Parent Teacher Conferences). In addition every Tuesday throughout the school year, 40 minutes is devoted to Parent Engagement where school staff has an additional opportunity to reach out to parents. Also, staff will reach out to parents on a regular basis to ensure the lines of communication are open.

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.

School staff provide oral interpretation. If an interpreter is needed and a staff member is unable to interpret, the parent will be provided a translator, in addition to any other assistance. In addition we can reach out to the Translation and Interpretation Unit if needed for telephone conferences. In addition, The Department of Education provides interpretation services to the maximum extent within the budget appropriated for such services. Such interpretation services may be provided by telephone, in-person, or through translated documents.

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.

The school provides translation and interpretation services to all parents. Parents may choose to rely on an adult friend, companion or relative for language and interpretation services. Students and other children under the age of 18 years of age may not serve as interpreters. The school safety plan contains procedures for ensuring that parents in need of language access are not prevented from reaching the school's administrative offices solely due to language barriers. All signs generated from the Department of Education, Translation and Interpretation Unit, are posted in the main entrance of the school.

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.)

All staff members will be made aware of how to use translation services by attending a professional development session exclusively on translation and interpretation services. Staff will also receive a copy of the "I Speak..." card which includes the phone number for over-the phone translation.

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

Within thirty days of a student's enrollment, the primary language will be determined. If such language is not English, and the parent requires language assistance in order to communicate effectively, every attempt will be made to ensure that translation services are put in to place. Such information will be maintained in ATS and on the students emergency card. The school provides translation and interpretation services to all parents. Parents may choose to rely on an adult friend/companion or relative for language and interpretation services. Students and other children (minors under the age of 18) may not serve as interpreters.

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)

School surveys as well as face to face meetings will allow the school to gather feedback from parents regarding quality and availability of services. In addition, a parent focus group will be established to gather feedback from parents on the quality and availability of services.