

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

29Q181

School Name:

P.S. 181 BROOKFIELD

Principal:

DINA WHEELER

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

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

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

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

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

Section 1: School Information Page

School Information

School Name: The Brookfield School School Number (DBN): 29Q181
Grades Served: Pre-Kindergarten-5th grade
School Address: 148-15 230th Street Springfield Gardens, NY 11413
Phone Number: 718-528-5807 Fax: 718-723-7825
School Contact Person: Dina A. Wheeler Email Address: Dwhee2@schools.nyc.gov
Principal: Dina A. Wheeler
UFT Chapter Leader: Gina Smith
Parents' Association President: Sean Roberts
SLT Chairperson: Dina A. Wheeler
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Megan Ali
Student Representative(s):

District Information

District: 29 Superintendent: Lenon Murray
Superintendent's Office Address: 222-14 Jamaica Avenue Room 217, Queens Village, NY 11428
Superintendent's Email Address: Lmurray3@schools.nyc.gov
Phone Number: 718-264-3146 Fax: 718-264-3148

Borough Field Support Center (BFSC)

BFSC: _____ Director: Marlene Wilks
Director's Office Address: 82-01 Rockaway Boulevard, Queens, NY
Director's Email Address: mwilks@schools.nyc.gov
Phone Number: 917-520-6743 Fax: 718-642-5705

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)
Dina A. Wheeler	*Principal or Designee	
Gina Smith	*UFT Chapter Leader or Designee	
Sean Roberts	*PA/PTA President or Designated Co-President	
Tiffany Bowers	DC 37 Representative (staff), if applicable	
Megan Ali	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	
Rawya Khafaga	Member/Teacher	
Rose Mohamed	Member/Teacher	
Angelina Hicks	Member/ Parent	
Valencia Butler	Member/Parent	
Roxanne Parkes	Member/ Teacher	
Faadia Guinness	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Jodi Matthews	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.

PS 181Q is located in Rosedale NY. We are a multi-cultural collaborative school community. Our school mission is the belief that all children can achieve mastery. We want to create a community of life-long learners. As a collaborative school community of educators and parents, we are committed to a high quality of instruction, where the expectation for all students is to achieve high standards of academic excellence. Administrators and staff, working with the support of the School Leadership Team and parents, will provide students with standards-based classroom instruction, individualized student assessment and the necessary support services to attain success.

The process for creating the CEP reflects the collaborative culture of our school community. The CEP was presented to the school community as a document that represented many of the goals and initiatives on which we have been working through structures such as grade meetings, SLT meetings and other venues. The administrators and teachers participated in discussions to understand the goals and expectations for the school year, including Teacher Effectiveness, CCLS instructional shifts and special education reform. The teacher teams began discussing the CEP during their planned Teacher Team meetings. They reflected on their pedagogy in order to contribute to the development of this document. The final part of this process was to gather all individuals to revise and redistribute, and approve for final submission.

Our school is the first in District 29 to host a Horizon Autism program in Kindergarten. This is a small class of 4-8 students that have been diagnosed with emotional differences but are still functioning on or above grade level. We have now moved these students on to first grade and are looking forward to welcoming a new kindergarten class in the fall. Our goal is to mainstream our students and have them learn in the least restricted environment. We have scheduled play time so that our kindergarten students and general education students are able to interact socially.

One area of progress is building strong family-community ties. Our Parent Teacher Association (PTA) meeting held once a month was very poorly attendant. During PTA meetings we recognized Student of the Month. Hence our parent attendance was limited to 10 students. After discussion with the SLT we decided to change the awards to Student Recognition. Teachers gave awards to several students under different categories (math, citizenship, spelling, science, technology, etc). The attendance during PTA tripled. Now, we are able to have good attendance to discuss school goals, recognize student achievements, and address family concerns. We are also able to invite community based organizations to assist parents with student and family wellness. This forum has brought the community closer. The school building is more welcoming. The parents appreciate being kept informed about events and all school business.

In order to continually increase differentiated instruction, our school has also used student data to promote grade level instruction for enriched learning. Hence there are students receiving enriched instruction from teachers across the grade. Also, our 5th grade is departmentalized to allow the students to receive instruction in the content areas according to the teacher's strength. Finally we are allowing students in a self-contained classroom to receive ELA or Math instruction from the general education classroom on a daily basis.

A key area of focus for this school year will be improving rigorous instruction across all grades. Our teachers are learning to promote student growth and challenge students to analyze, synthesize and critically evaluate their work. Through professional development and professional learning all teachers will discover how rigor helps student develop the capacity to understand content that is complex and emotionally challenging. This calls for raising the expectation level for every student and allowing the student to demonstrate their learning at high levels.

29Q181 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	417	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	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population		66.5%	% Attendance Rate	92.4%
% Free Lunch		71.2%	% Reduced Lunch	7.7%
% Limited English Proficient		2.8%	% Students with Disabilities	17.0%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		N/A	% Black or African American	88.5%
% Hispanic or Latino		8.0%	% Asian or Native Hawaiian/Pacific Islander	1.9%
% White		0.8%	% Multi-Racial	0.3%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		2.25	# 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)	N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)		N/A	Average Teacher Absences (2013-14)	6.42
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		22.6%	Mathematics Performance at levels 3 & 4	31.1%
Science Performance at levels 3 & 4 (4th Grade)		88.2%	Science Performance at levels 3 & 4 (8th Grade)	N/A
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		YES	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	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		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		

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

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

Part 1 – Needs Assessment

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

According to the results from the 2014-2015 Measures of Teacher’s Practice data it is shown that we need to develop teacher practices around the area of domain 3 (questioning and discussion techniques). According to our reviewer, we must strengthen teacher pedagogy in implementing targeted entry points and instructional supports, the use of questioning and discussion techniques and the release of responsibility to the students. This will support all learners in engaging in rigorous tasks and higher-level discussions.

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.

In order to improve students academically, by June 2016, 100% of the teachers will utilize high level questions and discussion techniques as evidence by improvement in domain 3b (questions and discussions) as measured by the Danielson Rubric.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Administrators will conduct formal and informal observations focusing on the effectiveness of how the teacher is challenging students to justify their thinking through discussion and questioning.</p>	<p>Teachers</p>	<p>September 2015-May 2016</p>	<p>Administrators</p>
<p>We will utilize our Monday Professional Learning day to implement strategies and techniques that will build on understanding the effectiveness of questioning and discussion</p>	<p>Teachers</p>	<p>September 2015-May 2016</p>	<p>Administrators and, selected teachers</p>
<p>Parent workshops will be developed to inform parents about the importance of the CCLS and ways they can help their children at home to enhance student learning.</p>	<p>Parents</p>	<p>September 2015-May2016</p>	<p>Parent Coordinator, Administrators</p>
<p>Teachers will build on and use student responses to questions to deepen student understanding using a critical thinking wheel designed to assess questions and discussions.</p>	<p>Students</p>	<p>September 2015-May 2016</p>	<p>Administrators, Teachers</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<ul style="list-style-type: none"> • Monday Professional Learning • Common planning periods • Professional development • Book Study..”How Children Succeed” 										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 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 teachers will meet monthly with school administrators during teacher team meetings, grade meetings, common preparation periods, or individually to review, discuss, reflect and plan using the results of the Danielson Framework rubric.

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.

According to the School Quality Snapshot, 85% of parents feel that the school offers a wide enough variety of services that support student learning. The teachers are willing to establish a caring relationship with each student, learn about a student's individual needs and strengths and provide the support and encouragement each student need to be a successful learner. However, the school needs to improve on sharing teacher strategies, resources, point of views and ideas to support building a culturally responsive classroom.

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, school leaders and teachers will build on using strong instructional guidance and materials. Through professional learning and collaboration, 100% of the teachers and staff will make a deeper connection with parents, students and community that make schools open and welcoming that will hold high expectations for academic achievement.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Administrators, Parent Coordinator and Guidance will conduct professional learning workshops to model and reinforce positive social behavior that will build on effective academic and social/emotional instruction.</p>	<p>all student</p>	<p>Sept. 2015- June 2016</p>	<p>administrators, teachers, guidance counselor</p>
<p>Parent workshops to ensure there is a connection from both home and school. Teaching strategies to parents that will motivate and involve students as active participants in learning.</p>	<p>parents</p>	<p>Sept. 2015- June 2016</p>	<p>Parent Coordinator Teachers</p>
<p>Teachers will build self esteem and self efficacy by making sure all students believe that through determination and belief that they can achieve their goals. Ensuring that all students experience success.</p>	<p>all students</p>	<p>Sept. 2015- June 2016</p>	<p>Teachers</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>By January 2016, teachers will be engaged in webinars (Reachout.com) that will support teaching and learning. Articles that discuss the importance of providing a healthy, safe and supportive classroom and school environment. Meetings and professional development will take place during the school common planning, Tuesdays, and/or grade meetings.</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
X	Tax Levy	X	Title I SWP	Title I TA	Title II, Part A	Title III, Part A		Title III, Immigrant		
	C4E		21 st Century Grant	SIG/SIF	PTA Funded	In Kind		Other		

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
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The teachers will schedule meetings with parents on Tuesdays to discuss student progress and/or parent concerns.

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.

According to the results from the teacher observation data of the Danielson’s Framework rubric and student performance on assessment , 26% of the teachers at PS181Q ranked Highly Effective. These teachers have demonstrated that they understand the components of the framework and have lead professional learning (PL) sessions to whole school , small groups and one on one collaboration with teachers needing support. These PL meetings were offered but not limited to:

1. Mentoring new teachers
2. Focusing on components 1e, 3b and 3c of the Framework
3. Observations with administrators and giving feedback to colleagues
4. Intra and inter-class visits with colleagues
5. Professional development and turnkey information for the grades from workshops.

According to the results of the Danielsons Framework rubric (4d and 4e), our teachers are growing professionally by participating in professional development on Mondays and seeking out opportunities for professional development. However, the evidence of teacher effectiveness to provide leadership and support to colleagues has not increase as expected.

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, 100% of the teachers will actively participate in the culture of professional inquiry and actively engage with colleagues and supervisors in professional conversation about practice.

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?
Administrators and selected teachers will actively engage colleagues in professional development and allow them to gain insight through classroom visits	Teachers	September 2015-May, 2016	Administrators, Selected teachers
Teachers will participate in activities related to professional inquiry groups during Mondays professional learning days to address the needs of students with disabilities and English language learners.	Teachers	September 2015-May 2016	Administrators Selected teachers
The teachers and Parent Coordinator will develop workshops designed to have parents participate in regularly school related activities related to the entire school that will promote collaboration before, during and after school.	Parents	September 2015-May 2016	Administrators, Teachers 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.											
<ul style="list-style-type: none"> • Common planning time, lunch and learns, • Book Study {Teach Reflect Learn by Pete hall and Alisa Simeral} • Research Study about parent involvement 											
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.
By January 2016 <ul style="list-style-type: none"> • Informal and formal observation with immediate feedback from administrators • Informal and formal observations checkpoint to monitor improvement • Developing lesson plans and implementation of the lesson

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

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

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

Part 1 – Needs Assessment

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

Part 2 – Annual Goal

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

Part 3 – Action Plan

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

Part 4 – Budget and Resource Alignment

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

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

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.

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

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

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

Part 1 – Needs Assessment

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

Part 2 – Annual Goal

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

Part 3 – Action Plan

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

Part 4 – Budget and Resource Alignment

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

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

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 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.

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

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)	Periodic Assessments Running records Ready Gen Tasks Response to Intervention Teacher Assessment	Close reading	Small group One-to –one Push in	During the school day AIS Saturday Academy
Mathematics	Periodic Assessments Running records Math Tasks Teacher Assessments	Get Set for Math	Small group One-to –one Push in	During the school day AIS Saturday Academy
Science	Teacher Assessment Projects	Internet 4classroom	Small group	During school
Social Studies	Teacher Assessments Projects	close reading	Small group	During school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling Speech Nurse Science teacher Classroom teacher Technology teacher	PBIS	Small group One-to –one	During school

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>The school recruits teachers from a variety of sources including references from, but not limited to, school-based and network staff. Prospective employees participate in interviews and provide demonstration lessons that are observed by both administrators as well as potential grade-level colleagues. Feedback is solicited from all parties and is considered during the decision-making process.</p> <p>2. The school provides opportunities for teachers to participate in ongoing professional development provided by network-based staff in addition to partnerships with a local university. Teachers also benefit from workshops offered centrally by staff employed by publishers of the core ELA and mathematics programs.</p> <p>3. The school maintains a community bulletin board which advertises additional supports available to teachers which are provided by other agencies and/or partners.</p> <p>4. Where applicable, the school offers new teachers school-based mentoring.</p> <p>5. The school also offers flexible scheduling options to facilitate the sharing of information across the school community. This provides teachers with additional insight into professional development activities which they may not have attended, but were attended by other school-based staff.</p>

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).
<p>The school structure provides regularly scheduled blocks of time that are dedicated to collaborative inquiry. During this time teachers use the Common Core Learning Standards as the foundation for any supplemental instructional initiatives and/or assessments that they design, administer and analyze. These sessions are guided by professional research which articulates best practices which are, in turn, implemented in classrooms.</p> <p>2. The school provides teachers and paraprofessionals with supplemental instructional resources which are aligned to the CCLS which are designed to promote student engagement in complex texts which are representative of the</p>

standards. More specifically, the school's instructional focus addresses vocabulary development as an embodiment of one of the Common Core Instructional Shifts.

3. Administrators attend regularly scheduled meetings led by network staff members which are designed to insure that the school's personnel is familiar with the instructional expectations of the CCLS.

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.).

The school sponsors workshops for parents who are new to the elementary school program. These workshops are conducted by both pre-kindergarten teachers as well as the pre-kindergarten assigned social worker.

2. Administrators also conduct workshops for parents during which they introduce the Common Core Learning Standards to parents and outline both school-based expectations and recommend and provide guidance regarding activities in which parents can engage their children at home.

3. Pre-kindergarten teachers engage in annual, individualized screening sessions with all students. This exercise allows teachers to identify the need for any additional support that may assist students in their social and academic development. As a result, parents may be informed about the availability of early intervention services that may benefit their children.

4. School personnel communicates with other educational institutions that students have attended in order to better serve the academic and social needs of individual students.

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.

Teachers were given the latitude to develop units of study and design CCLS-aligned assessments collaboratively including rubrics, checklists, etc.

2. Teachers select the performance-based tasks in which their students will engage in order to assess their learning during multiple checkpoints of a unit of study.

3. Grade conferences serve as additional opportunities for professional development. During these conferences teachers share assessment with administrators and identify students' strengths and weaknesses at individual, class and grade levels. Assessments include, but are not limited to, item analyses which target specific standards teachers may revisit. These results are used to determine next instructional steps as teachers work toward student mastery.

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	146,341.00		
Title II, Part A	Federal	43,257.00		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,040,177.00		

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.

PS181Q
The Brookfield School

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. **PS181Q**, 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. **PS181Q** 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.

PS 181Q

The Brookfield School

PS 181Q 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:

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 0	Borough Queens	School Number 181
School Name Brookfield School		

B. Language Allocation Policy Team Composition

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

Principal Dina A. Wheeler	Assistant Principal Michael Brown
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher	School Counselor Gaell Blackman
Teacher/Subject Area Kiki Xanthos/Science Teacher	Parent Sean Roberts-PTA President
Teacher/Subject Area Katrina Gordon/Technology	Parent Coordinator Simone Brown
Related-Service Provider Kerry Botta	Borough Field Support Center Staff Member Marie-Antoinette Rousseau
Superintendent Lenon Murray	Other (Name and Title) Elizabeth Burke-School Psych

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 not currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers not 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)	379	Total number of ELLs	10	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	<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5
	<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12

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	10	Newcomers (ELLs receiving service 0-3 years)	8	ELL Students with Disabilities	2
SIFE	1	Developing ELLs (ELLs receiving service 4-6 years)	2	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	10	1	1			1				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: _____

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								0
Chinese														0
Russian		1												0
Bengali														0
Urdu														0
Arabic														0
Haitian		2	1		2									0
French						1								0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		1												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)		1			1	1								0
Emerging (Low Intermediate)			0	1	1									0
Transitioning (High Intermediate)		2	1											0
Expanding (Advanced)		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	0	0								0

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

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4					1				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.
 The assessment tool our school use to assess the early literacy skills of our ELLs is Fountas and Pinnell, the Voyager Passport Response to Intervention program assessments in addition to teacher-made assessments.
 The insight that is provided about our ELLs is that extra help within phonics, reading, and oral expression is needed. This data help inform our school's instructional plan by ensuring that the environment in the classrooms are print rich and that emphasis be placed on comprehensive reading and vocabulary assignments.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSELAT) and grades?
 The data pattern between the NYSITELL and the NYSELAT shows that some students may show progress from Beginning on the NYSITELL to Expanding on the NYSELAT within one school year. Other students, however, may progress from Advanced on the NYSITELL to Transitioning on the NYSELAT.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 The Annual Measurable Achievement Objective tool provided us with a great deal of information. The tool provides valuable guidance and highlights those students who are at risk due to a variety of factors which are articulated in other sections of the tool. This information is used to start and focus conversation with all staff members who serve these students so that an action plan to support the student can be developed with involvement from the parent. The data stated that our school has not met the AMAO 2 benchmark for achieving proficiency. Our target goal for this year is for a minimum of 15.6% of ELL students to meet proficiency.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?
 Most of the ELLs are making progress across performance levels and grades. We find that students in the lower grades(K-2) tend to progress at a higher rate and are more likely to become proficient than the upper grade students. Based on their periodic assessments, we

see that the lower grade students continue to show rapid improvement in the phonics, reading comprehension, and writing skills. If the student has literacy and mathematical skills in their native language, they fair well on tests given in their native language and in English. The school leadership and teachers are using the result of the ELL periodic assessments to target ELL students for academic intervention. Based on the periodic assessments, the school is learning that the ELLs have great learning capabilities. They are quickly able to capture the English language in the speaking and listening component. They are able to meet some of the academic standards in ELA and math with the right academic interventions.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]
Our school wide RTI model is connected to assessment. This approach facilitates targeted intervention based on the identified needs of the students, including ELLs. The students results on running records and other baseline assessments and curriculum specific assessments are considered when targeting students for academic intervention. In keeping with the RtI model, students are assessed multiple times each year.
6. How do you make sure that a student's new language development is considered in instructional decisions?
To support the ELLs' second language development in instructional decisions, we focus a lot on vocabulary and sight word activities. The classroom teacher as well as ENL teacher uses the frayer model graphic organizer in order for ELLs to better develop their vocabulary skills. The glossaries in the ELLs native language and in English helps them to translate and understand new academic vocabulary words in both their native and new language. Our curriculum in math and ELA has components that cater to the ELLs needs in vocabulary and writing. The math curriculum includes Spanish textbook and workbooks, to which the students are provided access.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
The success of the ENL program is measured based upon periodic assessments, class portfolios and exams, NYSELAT and ELA and Math state exams. We meet AYP for ELLs with rigorous instruction in all content areas(ELA, math, SS, & science), with a heavy focus on vocabulary.

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.
When a student is registered, a HLIS in English or parent's native language is given to the parents. Based on the answers on the HLIS and interview with the parents and student, an administrator or pedagogue determines whether the student is a potential ELL. If the student is a potential ELL, the NYSITELL and the Spanish Lab(if applicable) is administered within first 10 days of enrollment, and if student is determined to be an ELL, he/she begins to receive services. If the student is a Spanish speaker and scores below the cut score on the NYSITELL, he/she is administered the Spanish Lab. Also, the questionnaire and LENS(in child's native language) is administered to ELL student of grades 3 and up if their record show interrupted education of 2 years in his/her native country. After the initial identification process, the parents of the students that are not identified as ELLs, have the right to appeal within 45days and a re-identification process will take place upon appeal.
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).
To identify whether a new student of grades 3 and up is a SIFE, the student must be attending schools in the US for less than twelve months and upon initial enrollment in the school, the student is two or more years below grade level in literacy and math in their home language due to inconsistent schooling prior to arrival in the US. Based on the parents response on the HLIS indicating prior schooling, the ENL teacher evaluates the student's work and administers a SIFE oral interview questionnaire. For those students who have a home language(Arabic, Bengali, Chinese, Haitian Creole, or Spanish), the LENS is given to the student. Initial SIFE status must be indicated in the DOEs data collection systems no later than 30 days from initial enrollment. Schools have up to one year to make a determination of SIFE status.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members

(refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

For newly enrolled students with IEPs, the identification process is different. In order to determine whether the student is an ELL and given the NYSITELL exam, a Language Proficiency Team is organized. The LPT process takes place within first 20 days of students' enrollment. The team includes a school administrator, a certified teacher or related services provider, and an ENL teacher. The director of special education or someone in a comparable title, the student's parent, and a qualified interpreter of the parent's native language participate in a discussion about the student. The LPT determines whether student should take the NYSITELL, based on an interview with the student in both languages, classwork in both English and the native language. The LPT can decide that the student doesn't need to take the NYSITELL due to the fact that the student's disability is the determining factor affecting whether the student can demonstrate proficiency in English. The LPT can also decide that the student does need to take the NYSITELL, and then principal reviews, agree or disagree with the decision, and that decision is sent to the superintendent who makes the final decision. If the superintendent determines that the student must take the NYSITELL, the school has 5 additional school calendar days to administer the NYSITELL(if necessary) and to notify the parent or guardian.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
The school , within 5 school days, informs parents(in native/preferred language) the results of the NYSITELL and ELL status using the entitlement letter and non-entitlement letters. The letters are copied and placed in the child's folder to be signed and returned to classroom teacher. A copy of the signed entitlement or non-entitlement letters go in student's cumulative folder.
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).
Within the 10 days of initial enrollment and during the Parent Orientation, and in the entitlement/non entitlement letters(in parents native/preferred language), the parents are informed by the ENL teacher that they have the right to appeal their child's ELL status within 45 days of enrollment. A copy of the entitlement and non-entitlement letters are kept in student's cumulative folder.
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.
Within the the 10 days of initial enrollment and during parent orientation, the parents are informed by the ENL teacher, of all three program choices. During the parent orientation, parents are given access to the DOE website that explains the three choices in their native language.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
The Parent Surveys and Program Selection forms are encouraged to be filled out, signed and returned during the Parent Orientation meeting. Also, the Parent Surveys and Program selection forms can be sent home, completed and signed and returned to the classroom teacher within 10 days of enrollment. If the Parent Survey and Program selection form is not returned, the ENL teacher or parent coordinator calls and reminds parents(in native language if necessary) about the importance of returning the forms. Parents are reminded that their child will be placed in a bilingual program if that program is available, or automatically placed in the ENL program, if the form is not returned. Parents are also informed during the orientation, that if they choose a bilingual program and its not availble in our school, the parent will receive assistance by the parent coordinator, in finding a program in the district that offers bilingual education. A copy of the Parent Survey and Program Selection form is kept in child's cumulative folder.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
If the parent survey and program selection forms are not returned within 10 days of initial enrollment, the ENL teacher or parent coordinator can call the parents or have a translator call the parents to ask if there are any problems completing survey. The parents are told about the importance of completing the forms in a timely matter or a decision will be made for them based on the available services at the school as per CR Part 154. If forms are not returned, the parents are sent a Default Program Placement letter/Letter not returned from Parent Form, and the student receives the ENL service that is offered in the school.
9. Describe how your school ensures that placement parent notification letters are distributed.
The ENL teacher gives the ELL student a placement parent notification letter(in native/preferred language) to take home. A copy of the letter goes in the student's cumulative record folder
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
A copy of ELL documentation such as the (HLIS, entitlement and non-entitlement letters, Parent Survey and Program Selection form...) for each child goes in student's cumulative record folder. Also, the ENL teacher has access and has copies of certain ELL documents such as the entitlement and non-entitlement letters, Parent Surveys and Program Selection... The original copies of such documentation are placed in the student's cumulative record folder kept in student's classrooms, and secured by the classroom teacher.
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 ENL teacher or testing coordinator prints out the RLER report on ATS for a list of NYSELAT eligible students. Upon receipt of NYSELAT materials the the ENL teacher counts the number of booklets and answer documents. The ENL teacher works with the testing coordinator in the school to ensure that students do the speaking subtest during the administration window, and that the reading, listening, and writing subtests are completed during the administration window. Students are grouped by grade(s) to be administered the different sections of the NYSELAT. The ENL teacher tracks completion of all subtests and ensure students who were not present during the originally scheduled test have opportunities to complete the NYSELAT during a specified make-up date(during test administration window).

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Once the result of the NYSELAT is available in ATS, the ENL teacher sends the ELL student home with a copy of the continued entitlement and transitional support parent notification letters(in parents' native/preferred language). A copy of those letters are kept in the student's cumulative record folder.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

After reviewing the Parent Survey and Program Selection forms for the past few years, the majority of our parents of ELLs choose the Free-Standing English as a New/Second Language Program . The program model offered at our school is aligned to their request.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.
The ENL/ESL program is offered both in Standalone/pull out and Intergrated/push in formats. The ELL students based on the language proficiency on the NYSITELL or NYSELAT receive 360 minutes or 180 minutes of instruction per week. The ELL students that receive 360 minutes receive both 180 minutes of standalone ENL, and 180 minutes of integrated ENL/Content Area. The ELL students who receive 180 minutes of instruction, receive both Stand alone and Integrated ENL/Content Area instruction . The students who participate in the Stand alone program have small group instruction. At times they may work in pairs to complete specific tasks.
 - b. TBE program. *If applicable.*
 - c. DL program. *If applicable.*
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
The school administrator and ENL teacher reviews the program model(ELL Policy and Reference Guide) and the RLAT list and devise a schedule in order to ensure that the mandated number of instructional minutes is provided to ELLs. According to the program model, the Entering and Emerging ELLs must receive 180 minutes of Stand alone ENT, and 90/180 minutes of Integrated ENL/Content Area. The Transitioning or Expanding ELLs can receive90/180 minutes of both Stand alone and integrated ENL,Content Area instruction. The ELLs who become proficient receive 2 years of 90 minute Integrated ENL in ELA/ Content Area.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

In the Stand Alone program model, the ELLs are using trade books which are aligned to their instructional levels and cater to both their academic and language proficiency needs and the Common Core Learning Standards . In the Integrated ENL/ Content Area program model, the ENL teacher co teaches with the classroom teacher(ELA, Science, math) using the grade curriculum which adheres to the Common Core Learning Standards. Instructional methods which are used include building background with the students prior to exploring the focus text as well as engaging students in simplified read alouds which are connected to the same topic. Students are introduced to new vocabulary which they may encounter while reading the core text closely so that they may have more success with the text. When working with other students who share the same native language, students are able to support each other through "turn and talk" protocols which allow them to deepen their understanding of the content. In alignment with the Common Core's Speaking and Listening Standards, these positive literacy practices assist the students in their effort to understand what they read.

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

The Spanish LAB, the mid and end chapter classroom assessments, and the State Science and Math exams ensure that ELLs are evaluated in their home languages throughout the year.

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

Our school wide balanced literacy curriculum is aligned with the Common Core Learning Standards which provides guidelines for instruction in the four language modalities. Our ELLs are provided with instruction in all four modalities both in their classroom and during Stand Alone ENL instruction. Listening and speaking skills are assessed through creating opportunities for ELLs to hear the new language spoken in a variety of structured, social situations as well as through engaging in technology-based exercises during which they repeat or respond orally. Students participate in the Periodic Assessment for ELLs as a measure of their reading comprehension. As well, results of their running records and other literacy assessments are accessed by the ESL teacher in order to provide additional opportunities for students to engage in reading at their instructional level. Readers' responses in writing are also generated as ELLs as a manner by which the ESL teacher may uncover mechanical errors ELLs are producing. Assessment is an ongoing practice on both a formal and informal basis and is a part of quality teaching.

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

When we have SIFE students, based on the questionnaire and the LENS, we see the student's academic deficiencies and provide targeted instruction. The SIFE students receive extra academic support during AIS and RTI.

For the newcomer ELL students who have been in the country for 0-3 years, during Stand alone ENL, classroom literacy block, and AIS, students utilize big books, shared reading and guided reading, complete phonics activities, use picture cards, teachermate hand help device integrating technology and basic ELA skills that help to build the foundation of English language acquisition. We also use Starfall, abcmouse, and other computer-based programs to strengthen phonemic awareness and reading comprehension skills.

For the low Intermediate and Intermediate ELLs their progress is carefully monitored and assessed. The ENL teacher spends a great deal of time reviewing and practicing skills that are assessed both on the NYSESLAT and NYS ELA exam. Such skills include reading comprehension, main idea, grammar, listening, speaking, and writing. Also the classroom teacher uses graphic organizers, note-taking, pre-writing, and self editing. Teachers collaboratively reflect on their practice and look at student data to inform instructional decisions to insure academic rigor.

For the Long Term ELLs , both the classroom teacher and the ENL teacher continue to administer and analyze classroom assessments, periodic and state exams to determine student academic deficiencies. Targeted instruction in ELA or Math. We continue to give them additional support during AIS and RTI.

For the former ELLS continue to receive 90 minutes of Integrated instruction in ELA for two years. Also they continue to receive Academic Intervention Services in the needed skill.

ELLs are typically afforded testing accommodations which will permit them to demonstrate the skills that they have acquired. Students are given the opportunity to have extended time and a separate testing location. Although this list is not exhaustive, it applies to both ELLs and Former ELLs and is shaped by the content found in the Administrator's Testing Manual produced by the state.

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.

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

ELL-SWDs receive instruction based on their IEPs and goals. Instruction of ELLs with IEPs are discussed on a regular basis with classroom teachers, speech pathologist, and occupational/ physical therapists. The ELLs and ELLs with disabilities still participate using the same instructional materials as other students. Ready Gen and Core Knowledge provide literacy support to students and the Go Math product provides mathematical content knowledge. Teachers are able to access information through support guides which provide suggestions for assisting ELLs in accessing the content. We use workbooks in language arts, SS, science, and math that have rich vocabulary, and emphasize on prior knowledge and multisensory activities. Technology programs such as starfall, abcmouse, and other programs are used. Also both classroom teachers and the ENL teacher use graphic organizers to help support the development of vocabulary skills. The technology teacher requires students to communicate through reading and writing through the use of a program which would be categorized as social media for students; students and their parents are able to receive assignments and links to further content which provides enrichment for their classroom learning. At times, these materials may be delivered in another language to support the student.

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?

The school uses curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment by having Integrated team teaching, mainstreaming at gym, computer lab, math, and lunch periods. Field trips and push in model supports the curriculum. Differentiation, rephrasing/reframing questions, allow students the ability to think critically while working at their independent levels. The school maintains a School Implementation Team which regularly reviews the status of students with IEPs. The students' academic and social progress is considered and thoroughly discussed with all of the parties who interact with the student prior to considering a student's placement in an alternate setting for all or part of the school day. Ongoing communication with the students' parents is also a huge part of the decision making process when considering the student's least restrictive environment.

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

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



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

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

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

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

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

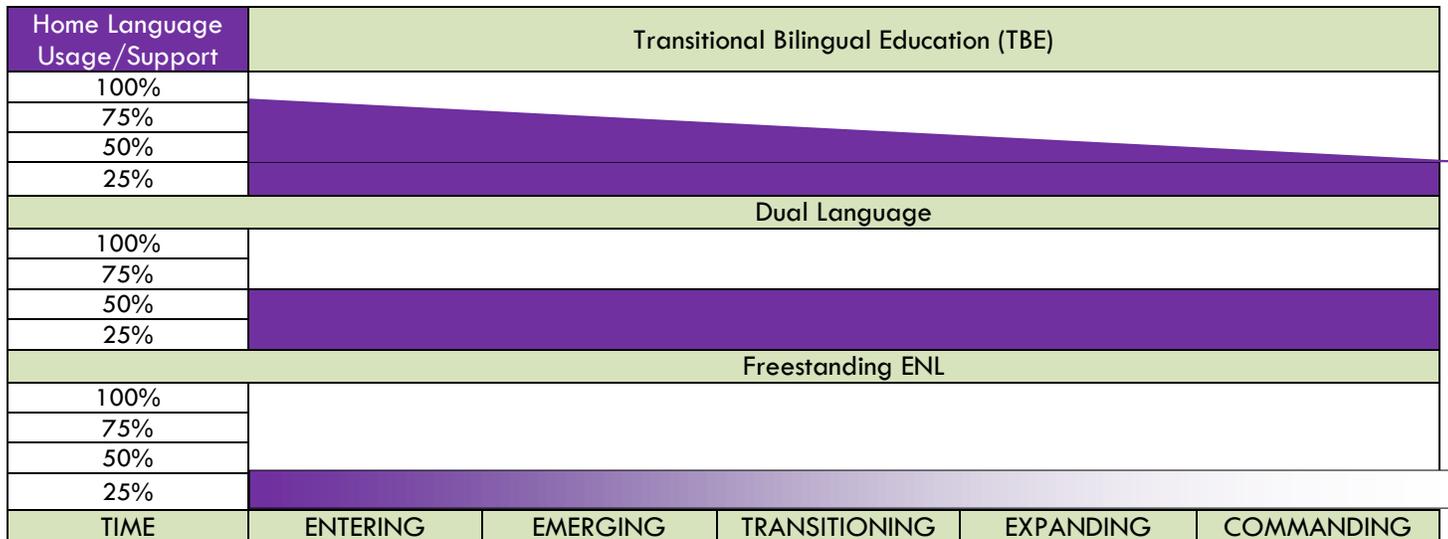


*Note: “other approved services” does not apply to New York City at this time.

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.
Academic Intervention Service(AIS), is received daily for 30 minutes four days a week. Students who have been formally identified through a thorough screening process are selected to participate in a Rtl program after their parents are notified. Our school's uses the Voyager Passport program which focuses on fluency, comprehension, letter and letter-sound recognition. Students are instructed in small groups of no more than 8 students each and are presented with instructional materials which span the content areas of literature, social studies, science, etc. The small number of ELL students easily allows them to be a part of the intervention groups being provided support by the classroom teacher; however, their status as ELLs doesn't mandate their participation. As this intervention is provided by the classroom teacher, native language support is not offered during this time period, but may extend into other areas when this controlled, structured program concludes daily.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Based on our records, 2-3 ELLs who are not SWDs are becoming proficient or are becoming high intermediate ELLS annually. They range in all grades. Also most of our ELLs are making great progress in ELA, math, Science, and other content areas, scoring at a 2 and above on state exams. As far as language development, the new and proficient ELLs are speaking the social and academic language at record speed. The ELLs' grammar, sentence structure are usually very well developed.
12. What new programs or improvements will be considered for the upcoming school year?
The mandated minutes of the Integrated ENL in other content areas will improve ELL test scores on baseline and state assessments.
13. What programs/services for ELLs will be discontinued and why?
No services for ELLs will be discontinued.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs are a vital part of every avenue of the school experience just as all other students. Upon registration, parents receive a tri-fold which lists the many programs that are offered at the school, including, but not limited to the student council, College Day, Family Fun Day, Swim for Life, Breast Cancer Walk, Annual Talent Show, and Family Game Night . The parent coordinator regularly hosts workshops and invites parents to volunteer in the school. The school advertises schoolwide activities through an automated service which provides outreach through telephone calls, text messages and emails. The service automatically translates the messages into various languages. ELLs, who are placed in various classrooms throughout the school participate as all other students, at times on a voluntary basis to address their interest, and sometimes as a more formalized part of their school experience. We have a daily afterschool program available to ELLs and Saturday Academy test prep during the months of February, March and the beginning of April.
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.
Math textbooks are provided in Spanish. In our technology program, we use different programs such as abcmouse, razkids, starfall, and activity works that include bilingual activities.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
In the ENL program, the ELL students have content area glossaries that are kept both in the ENL room and in their classwork folders to assist students with academic language in both their native and new language. The students also have access to books in their native language in the ENL room. Also in the ENL room are posters of academic language cognates to aid students. In addition, ELL students have access to a donated DVD with bilingual activities and games
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
All implemented instructional activities and materials are grade aligned and meet the Common Core Learning Standards.
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).
Currently the newly enrolled ELLs receive services only at the start of the school year. We are working on developing a program to support ELLs before the beginning of the school year. Activities for ELLs enrolled throughout the school year includes our annual talent show, Swim for safety program, monthly class assemblies, and student elections for student council.
Staff members that are involved in the activities include parent coordinator, PTA president, teachers, and parent volunteers.
19. What language electives are offered to ELLs?
N/A
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?

- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
At the beginning of the school year, and during professional development sessions, the ENL teacher meets with all teachers of ELLS, assistant principals, paraprofessionals, guidance counselors, special education teachers, psychologists, OT and PT, speech therapist, secretary, and parent coordinator and informs them of new state standards for ELLs and shows them a webinar on the DELLSS website regarding new regulations. Also, the ENL teacher meets with teachers of ELLs for an annual workshop to share important information about how ELLs learn different subjects, develop vocabulary and other useful data.
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?
The ENL teacher attends several professional development sessions and ELL workshops throughout the year as well as views webinars, and turn-keys the information to teachers of ELLs. The ENL teacher also participates in the inquiry process with other classroom teachers. This work wholly focused with the goal of the students being able to achieve the standards. With this in mind, standards-based student work is analyzed collaboratively. As well, discussion centers around the best instructional practices that should be used in order to support the academic growth of all students, inclusive of the ELLs.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
As the ELLs transition from elementary school to middle school, the staff gets proper training from the guidance counselor in order to assist the ELLs and their parents during the middle school application process. The guidance counselor assist the ELLs in getting into the middle school that best suits their academic and social needs. The ENL teacher assist the parents who need translation services by using the Language Interpretation Unit.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
The school makes sure that teachers of ELLs receive their 15% total hours during professional development(PD) Mondays. During these professional development sessions the ENL teacher turn keys information from her external PDs and workshops dedicated to language acquisition, focuses on best practices for co-teaching and integrates language content instruction for all ELLs.
The school ensures that the ENL teacher attends all the PDs and ELL workshops, and webinars in order to meet the required number of hours.
Records that include agendas and attendance during of the PD hours are kept by both the ENL teacher and the Principal.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

The Parent Coordinator calls the parents of ELLs and informs them of the date chosen for their annual meeting. The ENL teacher along with an on-site translator from the Language and Interpretation Unit, discusses the goals of the program, their child's language development progress, and needs in all subject areas. During the annual meeting there is discussion of upcoming ELL periodic and state exams as well as how parents can better prepare their child.

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.

ENL teacher meets with the parents of ELLs during the annual meeting in January 2016. A sign in sheet is kept by the ENL teacher and the principal for the meeting, and other interactions with the parent. To ensure parent needs are accommodated we have the annual meeting with parents. Throughout the year the parent coordinator or ENL teacher makes necessary phone calls to parents to provide important information that may have been missed in a school notice. Translation services are provided by the language Interpretation Unit or in-house staff translator.

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

The ELL parents participate in workshops administered by the Parent Coordinator. ELL parents also assist during class trips, field day activities, and as translators.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? The school partners with the local library to provide workshops and library cards to students and parents. We partner with small businesses for Career Day. We partner with Cornell University for food and nutrition workshops. We partner with Brookville Park in Rosedale for our Field Day. We partner with FDNY for our school fair in June.

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

Parent survey on the HLIS, Student emergency form, Preferred language form, and school environmental survey.

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

Based on parent survey and workshops, the parent coordinator determine the needs of the parents. The parental activities include workshops that informs parents of the academic curriculum, arts and crafts that foster parent and child interaction, Breakfast with Dad motivates fathers to play a greater role in their child's learning.

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>P.S.181 Brookfield School</u>		School DBN: <u>29181Q</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)
Dina A. Wheeler	Principal		10/29/15
Michael Brown	Assistant Principal		10/29/15
Simone Brown	Parent Coordinator		10/29/15
Marie Pyram	ENL/Bilingual Teacher		10/29/15
Sean Roberts	Parent		10/29/15
KiKi Xanthos/Science Teacher	Teacher/Subject Area		10/29/15
Katrina Gordon/Computer teache	Teacher/Subject Area		10/29/15
	Coach		
	Coach		
Gaell Blackman	School Counselor		10/29/15
Lenon Murray	Superintendent		10/29/15
Marie-Antoinette Rousseau	Borough Field Support Center Staff Member _____		10/29/15
Elizabeth Ryan	Other <u>School Psychologist</u>		10/29/15
Kerry Botta	Other <u>Speech Teacher</u>		10/29/15
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **29Q181** School Name: **181**
Superintendent: **Lenon**

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 methodologies used to assess language preferences of the parent community for both oral and written communication are the Home Language Survey(HLIS), Language of Preference for school forms, and Student Blue Emergency Cards. The HLIS survey is given to parents at registration. Part 3 of the survey asks the parents to indicate the language in which they would like to receive information from the school and the language preferred when communicating orally with staff members. The Language Preference form is given out to the parents during the Parent Orientation for ELL students within 10 days of registration. The School Emergency cards provide information about the home language and the preferred language for written and oral communication. For this school year the ENL teacher will create a report based on a parent survey for each class or grade, that will include information about the parents' languages.

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.

The parents' preferred languages for both written and oral communication are Russian, Haitian -Creole, French, and Spanish.

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.)

Our school typically prepares translated versions of the brochure about the three different programs available to ELLs, placement, entitlement/non-entitlement letters, parent-teacher conference announcements, ENL newsletters on the school website, and the school survey.

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.

The face to face meetings our school has with parents throughout the school year include Meet the Teacher Night on Sept. 17 2015. ELL Parent Conferences are to be held on November 5 and March 2. Also, we have the Annual ELL Parent Meeting in January. There is a last Parent Conference in May 2015. The parent coordinator also hosts parent workshops throughout the year. At times, we do have one or two informal meetings between the parents, teachers or guidance counselor. Our school has many events for parents throughout the year. During some events we will contact Language Interpretation Unit vendor 2 weeks in advance to come in and translate for parents. For example, In September 2015 for Pre K and K Orientation and Parent Workshops. In January 2016, for Dads, Donuts, and Discussion. In May 2016 for Mother/Daughter Tea.

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.

To meet the identified translation needs indicated in Part B, a copy of the placement and entitlement letters are printed from the DOE intranet Special Populations Webpage) by the ENL teacher to distribute during the ELL Parent Orientation or distributed to ELL students to take home, sign and return. During the face to face meetings, in-house school staff who speak the native languages of the parents (Arabic, Haitian Creole, and Spanish) will assist the parents with translation. For other languages, we will do over the phone conferences between the Translation and Interpretation Unit, the teacher, and parent. Written translation services for the parents will be provided by the Translation and Interpretation Unit. We will give the Language Interpretation Unit 2 weeks notice to translate written documents such

as letters regarding parent teacher conferences and other events taking place in the school or community.

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.

To meet the identified interpretation needs indicated in part B, in-house school staff interpreters will be available for Arabic, Haitian Creole, and Spanish speaking parents. For other languages, interpretation will be provided by over the phone interpreters via the Translation and Interpretation Unit, or an on-site interpreter from the Language Interpretation Unit.

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 aware of how to use translation services and the over the phone interpretation service during a professional development meeting held by the ENL teacher at the beginning of the school year. During the professional development, teachers and all other staff members will receive a copy of the "I Speak..." card. This card includes the phone number of the Language and Interpretation Unit, and informs teachers that they have to notify the L&I Unit two weeks in advance if they have a written document needed to be translated.

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

As per Chancellors Regulation A-663, Parents should be informed through their Bill of Parents Rights and Responsibilities brochure (available in different languages) about how to obtain Language Assistance Services. Also, Parents are informed that they can contact the parent coordinator or go on the DOE website (www.nycenet.edu/offices/translation) for Language Assistance Service. The welcome poster is placed at the front entrance of school building in the hallway. Parents' Bill of Rights and Parents' guide to Language Access is also posted in the front entrance hallway and in the main office, the Parent Coordinator's office, and the ENL teacher's classroom. The language ID guide is posted at the security desk and the main office.

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)

Our school will use the school survey to gather feedback from the parents on the quality and availability of services. Also the parent coordinator gives a parent survey at the beginning of the year. At the end of parent workshops, the parent coordinator asks for feedback. Also, at the end of each PTA meetings, parents are asked about any issues, concerns and ideas.