

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

27Q183

School Name:

P.S. 183 DR. RICHARD R. GREEN

Principal:

JESSICA ROMERO

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: Dr. Richard R. Green School Number (DBN): 27Q183
Grades Served: Pre-K - 8
School Address: 2-45 Beach 79th street, Far Rockaway NY 11693
Phone Number: 718-634-9459 Fax: 718-634-9458
School Contact Person: Jessica Romero Email Address: Jromero6@schools.nyc.gov
Principal: Jessica Romero
UFT Chapter Leader: Rebecca Ovadia
Parents' Association President: Della Jackson
SLT Chairperson: Gloria Brown
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Montanique Jackson
Student Representative(s):

District Information

District: 27 Superintendent: Mary Barton
Superintendent's Office Address: 82-01 Rockaway Beach Blvd, Queens NY 11416
Superintendent's Email Address: MBarton@schools.nyc.gov
Phone Number: 718-642-5770 Fax: 718-642-5705

Borough Field Support Center (BFSC)

BFSC: Queens south Director: Marlene Wilks
Director's Office Address: 82-01 Rockaway Beach Blvd, Queens NY 11416
Director's Email Address: mwilks@schools.nyc.gov
Phone Number: _____ Fax: _____

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

| Name | Position and Constituent Group Represented | Signature (Blue Ink) |
|--------------------|---|-------------------------|
| Jessica Romero | *Principal or Designee | |
| Rebecca Ovidia | *UFT Chapter Leader or Designee | |
| Della Jackson | *PA/PTA President or Designated Co-President | |
| | DC 37 Representative (staff), if applicable | |
| Montanique Jackson | 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 | |
| Lisa Cooper | Member/ | |
| Ronnie Murchison | Member/ | |
| Keisha Cunningham | Member/ | |
| Faye Toussaint | Member/ | |
| Gloria Brown | Member/ | |
| Nia Brown | Member/ | |

| Name | Position and Constituent Group Represented | Signature (Blue Ink) |
|-------------------|--|-------------------------|
| Sterrine Campbell | Member/ | |
| Nicole Frittola | Member/ | |
| | 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.

Mission Statement :

At P.S.183 we are committed to providing an enriched and rigorous education to all students in a nurturing and supportive environment. P.S.183 is a Pre-K–8th grade school located in Far Rockaway, Queens. Currently we have 599 students enrolled at P.S. 183. The students represent diverse ethnic population. The diversity helps to create a rich cultural environment in the school. As of June 2015 our school is comprised of 34.72% Hispanic, 1.83% American Indians, 3.62% Asian, .16% Pacific Islander, 52.75% African American, 5.34% white, and 1.50% other. We also have 49.91% male students and 50.00% female students. Classrooms are designed around a print rich environment with common features across grades such as classroom libraries and/or smart boards in all classrooms.

Academic Programs :

- AIS Support
- School Library
- Technology Lab
- Science Lab
- Spanish Programs
- Music Programs

Curriculum :

1. P.S.183 uses Ready Gen grade K-5 and Codex grade 6-8
2. Go Math is used in grades K-5 and uses the groundwork of mathematical literacy. The Go Math program provides time for whole group instruction, partner work, and individual differentiated activities. Students are encouraged to explain and discuss their mathematical thinking. Grades 6-8 use CMP-3.
3. Classroom science instruction is taught using hands on program aligned to the NYC and NYS science standards. The science specialist teacher supplements this instruction using an inquiry approach. Social studies is also taught using an integrated approach aligned with the NYS standards.
4. Instructional technology enhances the learning in all curriculum areas. Most children participate in art, music, technology, and physical education.

Teacher Support :

- Differentiate Professional Learning

- Common Planning Time
- Teacher Development Coach
- Mentoring for new teacher

Special Programs :

- School Assemblies
- School Concerts
- Student Recognition Program- Student of the Month
- Young Men Club
- Respect for all
- Literacy Inc.
- ENACT- Anti-gun violence
- Project Window
- Young Men’s club
- Sony-CBO Afterschool grades 6-8
- Created a Chess club and Basketball club

School Strengths & Accomplishments:

An area of celebration on the Quality Review stated:

| |
|--|
| Findings |
| School leaders and staff consistently communicate expectations that are connected to a path to college and career readiness and offer ongoing feedback to families and students. |
| Impact |
| Families understand their children’s progress toward expectations and staff supports students to achieve those expectations. |
| Progress closing the achievement gap |
| Increased technology within the building |
| Created an additional Pre-K class |
| Partnered with a middle school CBO |
| Partner with New Horizons |

At P.S. 183 we are always striving for our students to independently read on grade level.

Challenges:

Increase academic achievement school wide

Chronic absenteeism

Reduce the amount of instructional time lost due to student behavior

Key areas of Focus for the school year were:

| |
|---|
| Quality Review Findings: |
| Teacher teams inconsistently analyze student work and data for students on whom they are focused. Distributed leadership structures are developing to support leadership capacity-building and include teachers in key decisions. |
| Improve attendance |
| Improve school climate |
| Pedagogy/academics |
| Improvement on Danielson sub category 3D (using assessments in instruction) |
| Improvement on Danielson sub category 3C (Engaging students) |
| Writing initiative grades K-8 |
| Differentiation |
| |

27Q183 School Information Sheet

| School Configuration (2014-15) | | | | |
|---|-------------------------------|---|-------|---|
| Grade Configuration | PK,0K,01,02,03,04,05,06,07,08 | Total Enrollment | 603 | 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 | 25 | # SETSS | N/A | # Integrated Collaborative Teaching |
| | | | | N/A |
| Types and Number of Special Classes (2014-15) | | | | |
| # Visual Arts | 9 | # Music | N/A | # Drama |
| # Foreign Language | N/A | # Dance | N/A | # CTE |
| | | | | N/A |
| | | | | N/A |
| School Composition (2013-14) | | | | |
| % Title I Population | 88.1% | % Attendance Rate | 89.7% | |
| % Free Lunch | 91.0% | % Reduced Lunch | 3.8% | |
| % Limited English Proficient | 3.6% | % Students with Disabilities | 27.6% | |
| Racial/Ethnic Origin (2013-14) | | | | |
| % American Indian or Alaska Native | 1.7% | % Black or African American | 53.0% | |
| % Hispanic or Latino | 33.8% | % Asian or Native Hawaiian/Pacific Islander | 4.1% | |
| % White | 5.5% | % Multi-Racial | 1.9% | |
| Personnel (2014-15) | | | | |
| Years Principal Assigned to School (2014-15) | 1.18 | # of Assistant Principals (2014-15) | 2 | |
| # of Deans (2014-15) | N/A | # of Counselors/Social Workers (2014-15) | 2 | |
| Personnel (2013-14) | | | | |
| % of Teachers with No Valid Teaching Certificate (2013-14) | N/A | % Teaching Out of Certification (2013-14) | 2.3% | |
| % Teaching with Fewer Than 3 Years of Experience (2013-14) | 0.1% | Average Teacher Absences (2013-14) | 8.81 | |
| Student Performance for Elementary and Middle Schools (2013-14) | | | | |
| ELA Performance at levels 3 & 4 | 8.8% | Mathematics Performance at levels 3 & 4 | 10.7% | |
| Science Performance at levels 3 & 4 (4th Grade) | 67.8% | Science Performance at levels 3 & 4 (8th Grade) | 55.0% | |
| Student Performance for High Schools (2012-13) | | | | |
| ELA Performance at levels 3 & 4 | N/A | Mathematics Performance at levels 3 & 4 | 56.5% | |
| Credit Accumulation High Schools Only (2013-14) | | | | |
| % of 1st year students who earned 10+ credits | N/A | % of 2nd year students who earned 10+ credits | N/A | |
| % of 3rd year students who earned 10+ credits | N/A | 4 Year Graduation Rate | N/A | |
| 6 Year Graduation Rate | N/A | | | |
| Overall NYSED Accountability Status (2014-15) | | | | |
| Reward | | Recognition | | |
| In Good Standing | X | Local Assistance Plan | | |
| Focus District | X | Focus School Identified by a Focus District | | |
| Priority School | | | | |
| Accountability Status – Elementary and Middle Schools | | | | |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | YES | |
| Hispanic or Latino | YES | Asian or Native Hawaiian/Other Pacific Islander | N/A | |
| White | N/A | Multi-Racial | N/A | |
| Students with Disabilities | NO | Limited English Proficient | N/A | |
| Economically Disadvantaged | NO | | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | NO | |
| Hispanic or Latino | NO | Asian or Native Hawaiian/Other Pacific Islander | N/A | |
| White | N/A | Multi-Racial | N/A | |
| Students with Disabilities | NO | Limited English Proficient | N/A | |
| Economically Disadvantaged | NO | | | |
| Met Adequate Yearly Progress (AYP) in Science (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | NO | |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A | |
| White | N/A | Multi-Racial | N/A | |
| Students with Disabilities | N/A | Limited English Proficient | N/A | |
| Economically Disadvantaged | NO | | | |
| Accountability Status – High Schools | | | | |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | N/A | |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A | |
| White | N/A | Multi-Racial | N/A | |
| Students with Disabilities | N/A | Limited English Proficient | N/A | |
| Economically Disadvantaged | N/A | | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | N/A | |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A | |
| White | N/A | Multi-Racial | N/A | |
| Students with Disabilities | N/A | Limited English Proficient | N/A | |
| Economically Disadvantaged | N/A | | | |
| Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | N/A | |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A | |
| White | N/A | Multi-Racial | N/A | |
| Students with Disabilities | N/A | Limited English Proficient | N/A | |
| Economically Disadvantaged | N/A | | | |

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

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

Part 1 – Needs Assessment

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

Based on the 2014-15 school year data, out of 160 formal and informal observations in Danielson’s Framework component 3D, 74% were effective or highly effective.

Strengths:

- Teachers groups students.
- The pacing of the lesson is suitable for student learning.

Needs:

- Students not asked to make their thinking visible
- Too much teacher support
- Students learn how to self- assess their own work

Part 2 – Annual Goal

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

By June 2016, 85% of all informal and formal observations will result in effective or highly effective on Danielson’s Component 3D.

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>Use Monday professional learning time to engage the staff in the professional development on the rubric and expectations of Danielson’s component 3D.</p> | <p>All Staff</p> | <p>September 2015- June 2016</p> | <p>Principal, Assistant Principal, Coaches, and the I team</p> |
| <p>Inter-visitation of teachers who have shown strengths in these areas.</p> | <p>All Staff</p> | <p>October 2015- June 2016</p> | <p>Principal, Assistant Principal, I Team</p> |
| <p>Review UDL strategies that give access to all learners. Review the differentiated instructional professional development</p> | <p>All Staff</p> | <p>November 2015- April 2016</p> | <p>Principal, Assistant Principal, I team</p> |
| <p>Provide parents with a monthly calendar that describes the work that the student will be doing in each curriculum area.</p> | <p>Parents</p> | <p>October 2015- June 2016</p> | <p>Classroom and Cluster 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>Staff developers, Coaches and per diem teacher will be provided coverage to conduct inter-visitations. The Teacher Data Coach and I team will support this work in the classrooms. Book study for shared reading and professional development on Monday will begin in October.</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> |
| <p>Mid-point will occur after the second round of observations. Progress will be indicated by the number of observations resulting in teacher moving from ineffective and developing to effective and highly effective.</p> |

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

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

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

Part 1 – Needs Assessment

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

A review of the Quality review for the school year 2014-15, showed that we were developing in Quality review indicator 4.2, teacher teams.

Strengths :

Grade teams are in place for each grade. They are given common planning periods so they are able to meet. Other teams in place are:

- SIT team
- PPT team
- RTI team
- Instructional team
- Data team
- Attendance team
- Safety team
- Curriculum team
- MOSL team

Needs:

- Teacher teams inconsistently analyze student work and data for students on whom they are focused. Distributed leadership structures are developing to support leadership capacity-building and include teachers in key decisions
- Teachers need to understand how to utilize protocols when working in teacher teams. There should be more collaboration across grades and subject.
- Directives of who and when to meet

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, the school will receive an overall rating of proficient on the Quality Review indicator 4.2 as measured by the Quality Review and/or principal performance overview.

Part 3 – Action Plan

| Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. | Target Group(s) Who will be targeted? | Timeline What is the start and end date? | Key Personnel Who is responsible for implementing and overseeing the activity/strategy? |
|---|--|---|--|
| Create an accountability calendar for teams to meet on Monday and Tuesdays for Inquiry, Grade meetings, Common planning etc. | All teachers | September 2015- June 2016 | Principal, Assistant Principal |
| Create a Google Docs/ school website to track strengths and needs of individual students | All teachers | September 2015- June 2016 | Assistant Principal |
| Monthly meeting to review teams, progress, grades and individual trends | All teachers | September 2015- June 2016 | Assistant Principal |
| | | | |

Part 4 – Budget and Resource Alignment

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

Staff developers, Coaches and per diem teacher will be provided coverage to conduct inter-visitations. The Teacher Data Coach and I team will support this work in the classrooms. Teams will meet afterschool to develop plans and protocols that are effective to turn- key to staff during the professional development.

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.

At the end of January/ beginning of February, the Administration team will analyze the number of inquiry cycles completed and that still need to be complete

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

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

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

Part 1 – Needs Assessment

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

The school host many events for parents, most of them are centered around our student’s talents, few events relate to community and curriculum related events.

Strengths: Parent events showcase student performance. Students are able to participate in a holiday show, Black history show and Talent show. We also hold a Thanksgiving feast for the community in November. Our Parent’s Association are always looking for ways to bring the community into the school building.

Needs: We are in need in getting our parent to events that relate to the curriculum or community. We need workshops to support parents

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, there will be a 10% increase of events facilitated by Parent’s Association to improve the community atmosphere and students educational experiences. These events will be memorialized with agendas, flyers and sign in sheets and parent feedback.

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? |
|--|--|---|--|
| Tuesday's parent time will focus on RTI and AIS for individual students | Parents and students | September 2015- June 2016 | Parent's Associations Principals Guidance Counselors Teachers |
| Meeting with the Parent's Association board to discuss events for the year in September. | Parents | September | Parent's Associations Principals Guidance Counselors Teachers |
| Sending flyers and announcements to support events on a timely fashion. | Parents | September 2015- June 2016 | Parent's Associations Principals Guidance Counselors Teachers |
| Ensuring the school is available. | Parents | September 2015- June 2016 | Parent's Associations Principals Guidance Counselors Teachers |

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.

Monthly events will take place in our school that is around the curriculum and community. Teachers will utilize resources for their Tuesday afternoon parent meetings. Parents will be provided with resources on how to prepare students for their grade and upcoming grade.

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

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

Part 5 – Progress Monitoring

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

By February, the school will meet with the Parent’s Association board to review the events held and discuss successes and plans/changes going forward.

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

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

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

Part 1 – Needs Assessment

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

While achievement on the 2014-15 Math scores increased from the previous year, the percentages of students meeting the state standards on the NYS Math standardized tests is not up to standards.

NYS 2014-15 Math test

As of June 2015:

Grade 4 has 50% of students who has passed the NYS Math test.

Grade 5 has 51% of students who has passed the NYS Math test.

Part 2 – Annual Goal

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

By June 2016, students will increase academic achievement in Mathematics with an increase of 5% as measured by the NYS Math assessment.

Part 3 – Action Plan

| | | | |
|---|--|---|--|
| <p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote 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> |
| Develop differentiated professional development model to need identified needs(e.g., new teachers to the grade, teacher rated developing) | All staff | September-June 2016 | Principal Staff developer team |
| Refine implementation of the curriculum with an increased focus on writing skills. | All staff | September 2015- June 2016 | Curriculum Team Assistant Principals Teachers |
| Tutoring to students afterschool | At risk students | November 2015- April 2016 | Principal Assistant Principals Teachers |
| Parent Math workshops | All Parents | September 2015- June 2016 | Staff developers Parent Coordinator Teachers |

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> | | | | | | | | | | |
| Afterschool tutorial program | | | | | | | | | | |
| <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.

January 2016

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

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

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

Part 1 – Needs Assessment

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

Part 2 – Annual Goal

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

Part 3 – Action Plan

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

Part 4 – Budget and Resource Alignment

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

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

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

Part 5 – Progress Monitoring

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

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

| Type of Academic Intervention Service (AIS) | Criteria for determining AIS services | Type of Program or strategy (e.g. repeated readings, interactive writings, etc.) | Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.) | When the service is provided (e.g. during the school day, before or after school, etc.) |
|--|---|--|--|--|
| English Language Arts (ELA) | <ul style="list-style-type: none"> • School work. • Writing levels as determined by grade appropriate rubrics. • Pre and post assessments • State scores(Grades 3-8) • Progress to meeting grade level CCS as measured by the CCS checklist • School net results(Grades 3-8) • Performance tasks • Fountas and Pinnell(Grade K-3) | <p>Leveled Literacy Intervention</p> <ul style="list-style-type: none"> • Independent reading • Phonics • Guided reading • Shared writing <p>Small group intervention0 AIS Teacher</p> <ul style="list-style-type: none"> • Independent writing • Independent reading • Phonics • Guided reading | <p>Small group</p> <p>Small group</p> | <p>During the school</p> <p>During the school</p> |
| Mathematics | <ul style="list-style-type: none"> • Go math unit assessment results • State math scores (grades 3-8) • Performance tasks | <p>Small group intervention- AIS teacher</p> <ul style="list-style-type: none"> • Fluency/ drills • Content instruction • Problem solving strategies • Multi-step problem strategies | <p>Small group</p> | <p>During the school day</p> |

| | | | | |
|---|---|--|---|-----------------------|
| | | <ul style="list-style-type: none"> • Vocabulary development • Extended response | | |
| Science | <ul style="list-style-type: none"> • Quizzes • Chapter/Unit tests • Projects • End of the year performance tasks • Hands on experiments/ Lab | Science Cluster/ Classroom Teacher <ul style="list-style-type: none"> • Content instruction • Hands on skills • Vocabulary development | Whole class | During the school day |
| Social Studies | <ul style="list-style-type: none"> • Quizzes • Chapter/Unit tests • Projects • End of the year performance tasks | Classroom teachers <ul style="list-style-type: none"> • Content instruction • Primary source documents • Skills/strategies • Vocabulary development | Whole class Small groups | During the school day |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | <ul style="list-style-type: none"> • OORS report • Teacher Anecdotal notes • Suspensions/ removals • Parent consultation | Guidance <ul style="list-style-type: none"> • Social/ emotional needs • At risk services • Proactive intervention | Whole class Small group Individual students | During the school day |

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

| | | | |
|--|---------------------------------|--|---|
| Indicate with an "X" your school's Title I Status. | | | |
| X | Schoolwide Program (SWP) | | Targeted Assistance (TA) Schools |
| | | | 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>Strategies for recruitment of Highly Qualified Teachers</p> <ul style="list-style-type: none"> • Attend DOE and College job fairs • Use the open market to select potential candidates • Build relationships with community based organizations • Build relationships with colleges • Network with current staff <p>Strategies for retention, assignment and support of Highly Qualified Teachers</p> <ul style="list-style-type: none"> • In house staff developer in all subjects • New teacher mentors • Inter- visitation • Professional collaboration among teachers • Professional learning teams • Monthly meetings and grade conferences • Teacher development coach • Teacher workshops offered by the district |

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).

- The teacher development coach provides in house professional development to focus on the Danielson’s Framework.
- Selected teacher provided professional development on workshop chosen by staff.
- Grade conferences and faculty conferences facilitated by grade leaders.
- Chancellor’s Professional Day facilitated by the administrations site instructors.
- District meetings that target, instructional leads, ESL teacher and special education teachers.

Principal and Assistant Principals:

- DOE workshops on topics such as Danielson’s Framework
- District Principal workshop
- Networking with Principals in Queens south

Paraprofessionals:

- Professional development given by teacher and Assistant Principals
- District meetings

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 pre-Kindergarten teachers collaborate with the kindergarten teachers and align her curriculum to the work they do and the CCS for pre-kindergarten.
- The pre-kindergarten teacher attends professional development for the kindergarten teacher.
- At the beginning of the school year, the pre-kindergarten teacher assists with dismissal and meetings with the parent of student new to kindergarten.
- The Parent Coordinator arranges and facilitates a tour of the building for the parent of the pre-kindergarten students.
- During registration, the pre-kindergarten students meet with teachers and visits classrooms.
- The school conducts parent curriculum conferences within the first week of school for the parents to meet the teachers.
- The Guidance Counselor monitors the kindergarten students in the first weeks of school for adjustment issues and meets with parents.

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.

- In the beginning of the year, teachers review and analyze assessment data from the prior year.
- Teachers review, analyze and adjust assessment tools from the prior year.
- Assessments results are reviewed at: grade conferences, professional learning sessions and professional work sessions on Tuesdays.
- Ongoing completion of assessment tools to monitor the learning and progress of students.

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 | 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. |
|---------------------|--|--|--|
| | | | |

| | | FY '16 school allocation amounts) | Column A Verify with an (X) | Column B Section Reference(s) |
|------------------------|---------|-----------------------------------|--------------------------------|----------------------------------|
| Title I Part A (Basic) | Federal | 319,114.00 | | |
| Title II, Part A | Federal | 72,055.00 | | |
| Title III, Part A | Federal | 0 | | |
| Title III, Immigrant | Federal | 0 | | |
| Tax Levy (FSF) | Local | 3,291,012.00 | | |

1Explanation/Background:

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

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

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

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

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

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

purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP)

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 our school. Therefore, our school, 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 our school and the families. Our 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 our school community. Our school 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 our school community;

Our 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. Our 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 our 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, our 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 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 schools 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 our 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 our school and will work to ensure that our 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, Progress 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;

Our 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;
- Hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster 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 folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

School-Parent Compact

Our school, 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 and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;

- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department 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

Statement of Parent Policy

P.S. 183 Q

Dr. Richard R. Green School

P.S. 183Q is committed to developing and implementing a parent policy that fosters a partnership between the home, school and community. We have identified six key areas that contribute to a partnership that supports greater student achievement.

- The school will join parents in providing for the health and safety of our children, and in the maintenance of a home environment that encourages learning and positive behavior in schools. The school will provide training and information to help families understand their children’s development and how to support the changes the children undergo.

- The school will reach out to provide parents and provide them with information about school programs and student progress. This will include phone calls, report cards, parent conferences, as well as new information on topics like school choice. Communication will be in a form that families find understandable and useful.
- Parents can make a significant contribution to the environment and functioning of our school. Our school will encourage parent volunteers and make every effort to match the experience and talents of our parents to the needs of the school.
- With the guidance and support of the school, family members can assist their children with homework and other school related activities. Our school will encourage parents to join in learning activities at home (library cards, home reading corner, Parent Association (PA), Parent Advisory Council (PAC), resource centers, book sales, following directions, reading recipes, etc.)
- The school will work to assist parents in having meaningful roles in the school decision-making process. The school will provide parents with training and information so they can make the most of this opportunity.
- The school will help parents gain access to support services by other agencies, such as health care, Academic Intervention Services (AIS), and childcare programs.
- Parents will be encouraged to attend PA and PAC meetings that will be held at times that are convenient for parents. A rotational schedule of PA meetings will be developed in coordination with the PA executives and the school in order to accommodate parents that cannot attend evening meetings only. When necessary, translators will be available, so those parents will understand all of the proceedings at PA meetings. Additional accommodations will be made for parents with disabilities so that they too can attend meetings.
- Through the efforts of the Parent Coordinator, the PA President with CFN/District support, an outreach will be made to parents of students in temporary housing (STH) so that these families will be involved in all parent/school activities.
- Parents will be invited to attend culminating celebrations.
- Student of the month celebrations will be held in conjunction with PA meetings
- Perfect Attendance
- School publications (i.e. pamphlets, newsletters, and letters to parents) will be used to apprise parents of important upcoming events including testing dates, school events and open school.
- The school calendar will be disseminated each month to parents
- Weekdays- GED Classes and Computer workshops will be held for parents.
- At an Open House, the parents of English Language Learners/Limited English Proficiency (ELL/LEP) students will receive an orientation session on state standards assessment program, school expectations and general program requirements for bilingual education and/or free standing ESL programs.

Parent workshops will focus on basic educational concerns, health care, and financial planning and parenting skills.

Professional Development :

Hold monthly professional development for parents, which is provided by the Parent Coordinator. This professional development will focus on school life for students, curriculum standards, assessments, and health and medical issues for families.

Professional Development is provided by professionals at monthly PA meetings in areas of health, school curriculum, assessment and other matters pertaining to family social and educational issues.

Professional Development is provided for parents on the School Leadership Team (SLT) in order to assist team members in making informed decisions about school matters.

ELL Professional Development : Monthly ESL/Bilingual professional development will be made available to all parents of ELLs. Parents will be afforded opportunities to learn about NYS standards, instructional strategies and NYS and NYC assessments given to their children.

Annual evaluation of the Parent Involvement Policy

At the end of June 2016, the school's parent involvement policy will be evaluated for its usefulness in meeting the needs of all parents of students at the school. This evaluation will be coordinated with the executives of the PA, the school's parent coordinator and administration

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

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

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

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

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

| Part A: School Information | |
|--|--------------------|
| Name of School: _ | DBN: <u>27Q183</u> |
| This school is (check one): | |
| <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below) | |

| Part B: Direct Instruction Supplemental Program Information |
|--|
| The direct instruction component of the program will consist of (check all that apply): |
| <input type="checkbox"/> Before school <input type="checkbox"/> After school <input type="checkbox"/> Saturday academy |
| Total # of ELLs to be served: <u>18</u> |
| Grades to be served by this program (check all that apply): |
| <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 |
| Total # of teachers in this program: <u>1</u> |
| # of certified ESL/Bilingual teachers: <u>1</u> |
| # of content area teachers: <u>0</u> |

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: *The purpose of the program is to supplement the needs of our ELLs according to the data; improve ELLs' skills in ELA, NYSESLAT, Math, and Science through AIS instruction; support teaching and learning in themes and content specific activities.

-
We have looked at the data most of our ELLs in grades 3-8. For the Spring 2012 NYS ELA, 11/21 scored a Level 1; 9/21 scored a Level 2; 1/21 scored a Level 3; and, 0/21 scored a Level 4. Our goal is that this program will move our ELLs forward to show gains in ELA. According to the NYS Science test (Spring 2012), 0 out of 6 fourth graders scored Level 1, 4 out of 6 scored a 2, 1 out of 6 scored a Level 3, and 1 out of 6 scored a 4. As for the NYS Math test (Spring 2012), 6 out of 24 ELLs scored Level 1, 14 out of 24 scored a Level 2, 2/24 scored a Level 3, and 2/24 scored a 4 . The majority of the ELLs scored a Level 2 in science, Level 1 in ELA, and a level 2 in Math.

-
*The targeted groups are ELLs and Transitional ELLs in grades 5-8. The intended subgroups of ELLs are long-term ELLs, SIFEs, ELLsWD, holdovers, and Transitional ELLs.

-
*The Title III Program will run for approximately 15 weeks beginning January 29, 2013. The F-Status Teacher will work three days a week (Tuesday-Thursday) from 8:00a.m.- 2:58p.m and will be a NY licensed teacher in TESOL.

* The list of students to be serviced by the F-Status Teacher:

Grade 5: John Carlos Cepeda, Petr Cizek, Natalia Perez, Azita Zeynalova, Wilbin Rodriguez; Grade 6: Kimberly Fernandez, Heidi Cruz, Ephrem Kebede, Frehiwet Kebede, Desteny Tejada, Ahmed Hawter; Grade 7: Odalisse Rodriguez, CHen Wu, Mariah Colon; Grade 8: Joan Lois Sosa, Miguel Batista, Yasmiley Tejada, Victor Lopez, Marcos Lopez.

Each ELL in grades 5-8 will receive 2 periods of service per week from the Title III teacher plus their mandated minutes of ESL instruction as per CR Part 154.

*Small group AIS services will occur in English with NL support.

-
*The AIS instructional services will use materials for ELA, math, social studies, and science will be:

Kaplan Test Prep for ELA and Math (Workbooks)

Additional Math Supplementary materials(Workbooks and handouts)

Science Test Prep Supplementary Materials(Workbooks and handouts)

NYSESLAT Practice materials(Workbooks)

Technology

Listening Center

Bilingual/ Multicultural Library Books

Dictionaries (Bilingual and Monolingual)

Native Language Support Materials in Russian, Arabic

Ticket to Read Literacy Program

Everyday Math

Part C: Professional Development

they might look like in the classroom, would be presented by our ESL teacher. Demonstrations and modeling will be the focus of much of the instructional presentation. The following Program models will be introduced: Sheltered Instruction Observation Protocol and Cognitive Academic Language Learning Approach. Academic Language Scaffolding, realia strategies, including culture are topics that are discussed.

Teachers, parent coordinators, etc are supported by school leadership in the following ways:

-Grade Conferences

-Instructional Feedback on Observations

-Bilingual Materials

- Network PD offered

Staff development will include training for all teachers in ESL methodologies. Training will be done by the CFN Specialist for ELL Curriculum and Instruction.

A review of teacher records will be conducted to assess need for the training to staff. Teachers presently working at our school are long time staff members, many of which were trained. For those teachers that must fulfill the training requirement, training will be provided on site during Lunch and Learns or professional periods by the ESL teacher or the CFN 611 ELL Specialist .

The ESL Teacher works collaboratively with all staff to provide support in assisting our ELL students as they transition from one school level to the next. Examples of supporting staff needs include the following: professional development, best approach methodology, ESL prototype, data analysis, comprehensive needs assessment, parental involvement, compliance and instructional issues, preparation for the NYSESLAT and program design.

The minimum 7.5 hours of ELL training for all staff(including non-ELL teachers) as per Jose P. will be provided to all staff in multiple ways. Teachers will participate in ongoing Professional Development in ESL/ELL methodology and strategies to complete the minimum 7.5 hours of ESL training with the ESL Teacher. Teacher/Parent workshops will be on-going and presented in accordance with the LAP's academic principles for the high quality instruction of ELLs. Topics will include literacy, informal and formal assessments, translating the NYSESLAT data into effective instruction for all levels, materials related to ELL education including books and Internet resources. Records will be updated after each session. Attendance, agenda and copy of certificates will be stored in the ELL Compliance Binder located in Rm 217.

- All teachers will be encouraged to attend outside workshops on best instructional practices for ELLs.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: _____ Parents will receive ongoing messages by the school messenger service. The messages go out in the parents home language.

• Parents will be invited to attend culminating celebrations(ie. Halloween Parade and Party, Spring Festivals, and Christmas Shows).

•Student of the month celebrations will be held in conjunction with PA meetings

•Parent workshops will focus on basic educational concerns, health care, and financial planning and parenting skills.

We encourage parents and caregivers to participate in their children's education through our Parents Association as well as our School Leadership Team. Our Parent Coordinator encourages parental

Part D: Parental Engagement Activities

involvement through the arrangement of classes which assist parents in helping their children achieve success. These classes include GED courses and academic workshops. This class will take place for the entire school year at PS183. Our parents will be able to receive additional support to assistance their child. Title III funds will be used to support this program. Refreshments, snack and Lending Multicultural Libraries will be purchased with Title III funds.

We have the following sessions planned for our Parents (Including Parents of ELLs):

*January 22, 2013 Topic: Common Core and the Instructional Shifts Provided by: Ms. Luciano, PS/MS 183 Teacher. Interpretation and translated materials will be available .

*April 2013 (Date TBD) Topic: Grades K-4 Familiarizing Parents of ELLs with the NYSESLAT, ELA, MATH and Science Tests. Provided by the ESL Teacher and our Elementary School Assistant Principal. Interpretation and translated materials will be available.

*April 2013 (Date TBD) Topic: Grades 5-8 Familiarizing Parents of ELLs with the NYSESLAT, ELA, Math and Science Tests. Provided by the ESL Teacher and our Middle School Assistant Principal. Interpretation and translated materials will be available.

By attending these workshops, parents of ELLs will become more aware of the format of these assessments. They will be given suggestions on how they can provide additional support for their child at home. Interpretation and translated materials will be available.

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-

*Ms. Stillwell ,the Parent Coordinator, will address the needs of our parents as soon as they're expressed. Parenting workshops are also provided through CFN 611, NYPD, Cornell Nutrition, NYCHA, Addabo Clinic, NYLife Insurance, and the Computers for Youth Program. The workshops focus on basic educational concerns , ELA Instructional Shifts, health care, job and career training, ID protection, counseling, financial planning and parenting skills. Native language support is provided, when necessary. Also, we'll have onsite services rendered by The New Horizon Counseling Center which will provide diagnostic evaluation psychotherapeutic and aftercare services for parents and students. These programs are free and funded by the community.

Our GED program, which runs from September through June, is offered Tuesdays, Wednesdays, and Thursdays for parents and adults (ages 21 and up) in room 139. It's funded by the Board of Ed.

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Part E: Budget

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

Allocation Amount: \$ _____

| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|---|-----------------|---|
| Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem | _____ | _____ |
| Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. | _____ | _____ |
| Supplies and materials <ul style="list-style-type: none"> Must be supplemental. | _____ | _____ |

Part E: Budget

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

Allocation Amount: \$ _____

| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|--|-----------------|---|
| <ul style="list-style-type: none">• Additional curricula, instructional materials.• Must be clearly listed. | | |
| Educational Software (Object Code 199) | _____ | _____ |
| Travel | _____ | _____ |
| Other | _____ | _____ |
| TOTAL | _____ | _____ |

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

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

| | | |
|---|-----------------------|--------------------------|
| District 27 | Borough Queens | School Number 183 |
| School Name Dr. Richard R. Green | | |

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 Jessica Romero | Assistant Principal Shallonda Daniels |
| Coach n/a | Coach n/a |
| ENL (English as a New Language)/Bilingual Teacher Cynthia Mossen | School Counselor Rhea Peykarian |
| Teacher/Subject Area type here | Parent Della Jackson |
| Teacher/Subject Area type here | Parent Coordinator Jacqueline Stillwell |
| Related-Service Provider Theresa Fulmore | Borough Field Support Center Staff Member Marlene Wilks |
| Superintendent Mary Barton | Other (Name and Title) type here |

C. Teacher Qualifications

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

| | | | | | |
|---|---|---|---|---|---|
| Number of certified ENL teachers currently teaching in the ENL program | 1 | Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program | 0 | Number of teachers who hold both content area/common branch and TESOL certification | 1 |
| Number of certified bilingual teachers currently teaching in a bilingual program | 0 | Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12] | 0 | Number of teachers who hold both a bilingual extension and TESOL certification | 0 |
| Number of certified ENL teachers <u>not</u> currently teaching in the ENL program | 1 | 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) | 590 | Total number of ELLs | 25 | ELLs as share of total student population (%) | 0.00% |
|--|-----|----------------------|----|---|-------|

Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|----|---|----|---|---|
| All ELLs | 25 | Newcomers (ELLs receiving service 0-3 years) | 20 | ELL Students with Disabilities | 7 |
| SIFE | 3 | Developing ELLs (ELLs receiving service 4-6 years) | 5 | Long-Term (ELLs receiving service 7 or more years) | 1 |

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

| | ELLs by Subgroups | | | | | | | | | Total |
|--------------|---|------|-----|---|------|-----|--|------|-----|-------|
| | Newcomer ELLs (0-3 years of service) | | | Developing ELLs (4-6 years of service) | | | Long-Term ELLs (receiving 7 or more years of service) | | | |
| | All | SIFE | SWD | All | SIFE | SWD | All | SIFE | SWD | |
| TBE | | | | | | | | | | 0 |
| DL | | | | | | | | | | 0 |
| ENL | 19 | 2 | 2 | 5 | 1 | 3 | 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 | 3 | 3 | 0 | 1 | 1 | 2 | 5 | 1 | | | | | 0 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | 1 | | | | | 1 | | | | | | | 0 |
| Bengali | | | | | | 1 | | | | | | | | 0 |
| Urdu | | | | | | 1 | | | | | | | | 0 |
| Arabic | | | | 2 | | | | | | | | | | 0 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | 1 | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | 0 | | | | | | | | | | | | 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 | | | | 3 | 1 | 1 | | | | | 0 |
| Emerging (Low Intermediate) | 1 | 1 | 1 | | | 1 | | 1 | | | | | | 0 |
| Transitioning (High Intermediate) | | 2 | | 1 | | | | | | | | | | 0 |
| Expanding (Advanced) | | 1 | 2 | 1 | 1 | 2 | 1 | 3 | | | | | | 0 |
| Commanding (Proficient) | 2 | 1 | 1 | 1 | | 1 | 1 | 1 | | | | | | 0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

FORMER ELLS BASED ON REVISED EXITING CRITERIA

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

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

| NYS ELA | | | | | |
|---------|---------|---------|---------|---------|-------|
| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3 | 3 | 0 | 0 | 0 | 0 |
| 4 | 35 | 22 | 6 | 0 | 0 |
| 5 | 44 | 22 | 2 | 1 | 0 |
| 6 | 32 | 26 | 6 | 0 | 0 |
| 7 | 26 | 31 | 3 | 0 | 0 |
| 8 | 25 | 11 | 4 | 0 | 0 |
| NYSAA | 0 | 0 | 2 | 1 | 0 |

| NYS Math | | | | | | | | | |
|----------|---------|----|---------|----|---------|----|---------|----|-------|
| Grade | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | HL | English | HL | English | HL | English | HL | |
| 3 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 4 | 38 | 0 | 15 | 0 | 7 | 0 | 0 | 0 | 0 |
| 5 | 54 | 0 | 12 | 0 | 2 | 0 | 1 | 0 | 0 |
| 6 | 42 | 2 | 10 | 0 | 2 | 0 | 1 | 0 | 0 |
| 7 | 34 | 0 | 15 | 0 | 7 | 0 | 1 | 0 | 0 |
| 8 | 20 | 1 | 14 | 0 | 2 | 0 | 3 | 0 | 0 |
| NYSAA | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 0 |

| NYS Science | | | | | | | | | |
|-----------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | HL | English | HL | English | HL | English | HL | |
| 4 | 9 | 0 | 16 | 0 | 33 | 0 | 15 | 0 | 0 |
| 8 | 8 | 0 | 24 | 0 | 20 | 0 | 0 | 0 | 0 |
| NYSAA Bilingual (SWD) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 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 | 0 | 0 | 0 | 0 |
| Integrated Algebra/CC Algebra | 0 | 0 | 0 | 0 |
| Geometry/CC Algebra | 0 | 0 | 0 | 0 |
| Algebra 2/Trigonometry | 0 | 0 | 0 | 0 |
| Math <u>0</u> | 0 | 0 | 0 | 0 |
| Chemistry | 0 | 0 | 0 | 0 |
| Earth Science | 0 | 0 | 0 | 0 |
| Living Environment | 0 | 0 | 0 | 0 |
| Physics | 0 | 0 | 0 | 0 |

| 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 | 0 | 0 | 0 | 0 |
| Geography | 0 | 0 | 0 | 0 |
| US History and Government | 0 | 0 | 0 | 0 |
| LOTE | 0 | 0 | 0 | 0 |
| Government | 0 | 0 | 0 | 0 |
| Other _____ | 0 | 0 | 0 | 0 |
| Other _____ | 0 | 0 | 0 | 0 |
| NYSAA ELA | 0 | 0 | 0 | 0 |
| NYSAA Mathematics | 0 | 0 | 0 | 0 |
| NYSAA Social Studies | 0 | 0 | 0 | 0 |
| NYSAA Science | 0 | 0 | 0 | 0 |

| 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) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Chinese Reading Test | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 Our school utilizes various assessments to assess the early literacy skills of our ELLs. We use Fountas and Pinnell, Wilson Foundations, Performance Based Assessment New Core Curriculum (Ready Gen), NYC Performance Assessment K-2 (Baseline MOSL), Imagine Learning Initial, Mid-Year, and Final Assessments, and teacher-made assessments to assess, track, and monitor students' progress. Additionally, literacy skills are further assessed through the NYSESLAT, NYSITELL, and Spanish LAB. The ENL teacher shares these results through initial and ongoing conferencing with teachers. The data provides us with the insight that ELLs who are proficient in their home language seem to progress more quickly than those ELLs who have poor home language proficiency skills. The results are used to drive and differentiate instruction based on students' needs. Teachers meet to disseminate data and plan future instruction. The data helps them plan for RTI tiers of learning and/or instruction.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 A review of the NYSESLAT and NYSITELL data indicates the following:
 In grades K - 3, the majority of our ELLs (58%) scored at the Transitioning Level or better. In grades K-8, most of our students are at Level 4 Expanding. All ELL students in grades K thru 8 scored lowest in the writing subtest. Therefore, the implementation of Ready Gen, Wilson Foundations, Code X, and Imagine Learning will play a huge part in developing our ELLs' writing and overall skills.
 The focus for these learners is the integration of reading and writing into activities which call upon the listening and speaking skills.
 We can also see that out of 24 students, 11 students moved up a level or more on the NYSESLAT. Most of our students are at the Expanding level. The large increase in students scoring at the Expanding level reflect the targeted instruction received previously. A focus on vocabulary development and reading comprehension is being used to continue growth. We have 11 students at the Expanding level of proficiency.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Our school uses information about the AMAO to focus on the progress toward achievement of proficiency for specific subgroups of ELLs and to design effective instructional programs and/or interventions for those students. We also use it to measure progress toward that goal of English proficiency. AMAO data reveals students who exhibit known risk factors, and allows us to tailor more timely and targeted interventions for at-risk populations before reaching a more critical level. Additionally, it revealed that we had 11 students out of 24 who made progress in English Language Acquisition. The information is used to make instructional decisions by the ENL teacher, classroom teachers and AIS staff. Teachers utilize strategies to improve reading and writing, since ELA CC Standards 1 & 3, which relate to non-fiction reading and writing, are areas of weakness. Teachers will concentrate on skills needed to comprehend and respond to non-fiction, particularly using textual evidence, comparing, contrasting, evaluating and synthesizing. The ENL teacher and classroom teachers working with ELLs will implement strategies in fluency, questioning, assessing students, working with non-fiction text, writing essays and engaging and motivating students with culturally relevant materials. Classroom teachers and ENL teachers are working to strengthen this modality. We had 7 students score proficient on the NYSESLAT last year and hope to exceed that number this year as we continue to focus on their areas of weakness.

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

In 2015, most of our ELLs in the ENL program have scored 1's on the NYS ELA Exam and the NYS Math Exam. None of our 4th Grade ELLs passed the NYS Science Test. Most of our ELLs chose to test in English, not in their home language. The ENL teacher uses the ELL periodic assessment results to confer with the classroom and content area teachers in order to plan the targeted skills of the week/month. Results of the ELL Periodic Assessment are used by the ENL teacher as a predictor of the student's NYSESLAT performance. Comparative data indicates that our ELLs score higher in listening than in reading and writing on the NYC Periodic Assessment. ELLs appear fluent in the ability to speak, but not evident in the other modalities. Teachers are using this data to focus on reading and writing skills. Skill analysis informs the teacher of the student's strength and weakness. After reflecting upon the effectiveness of ELL Periodic Assessment, we concluded that it needs to be further aligned with the NYSESLAT by including a Speaking assessment.

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*.]

Teachers are constantly assessing students and using the results to plan future lessons and groups. Our school uses four assessment types for tier 1 RTI, formative, screening, outcome, and test prep; they are aligned with day to day instruction. Data is collected and data is analyzed to plan further instruction.

RTI for ELLs (k-5) For Tier 1, Classroom teachers set high but reasonable instructional expectations that provide ongoing instructional support to ensure that these expectations are met. This promotes language and vocabulary development throughout the day. For Tier 2, AIS teachers ensure that interventions are sufficiently intense in small groups (2-5 students) who are provided intervention for a minimum of 30 minutes each day. For Tier 3, AIS teachers of ELLs would provide highly intensive and extensive reading interventions that start immediately (as early as 1st grade). Tier 3 intervention will continue as needed. The results of the various assessments including: Fountas and Pinnell, Ready Gen Assessments (Monitor Progress Formative Assessment, Formative Writing Assessments, Performance-Based Assessments, End of Unit Assessments, Imagine Learning Assessments, NYC Performance Assessment k-2 (Baseline MOSL), NYSESLAT, and teacher-made assessments are used for planning, grouping, differentiation, and providing targeted interventions. Intervention is provided throughout the year and based on the needs of the student.

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

Home language support, through use of bilingual glossaries, etc. is provided as a support during instruction. Additionally, classroom teachers arrange their classrooms to allow for buddy peer support and provide texts in the home language when available. Some content area teachers use the Google Translator to translate tests, homework assignments, and projects into the student's HL. Paras and Learning Leaders also assist in providing HL support.
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).

This section was intentionally left blank and will be completed in September when the State releases the test scores.

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.

There are four steps, as per the English Language Learner Policy and Reference Guide 2015-16, that our school will follow in order to identify ELLs. The 4 steps and placement into the ELL program chosen by the parent will be completed within 10 school days (20 school days for students entering with IEPs).

Step 1: Ms. Mossen, a certified TESOL teacher, will administer the Home Language Identification Survey (HLIS) to determine the student’s home language. She will determine the home language based on a combination of the responses to the questions on HLIS and interviews with the parent and student. The DOE’s Translation and Interpretation Unit will be used to provide over-the-phone interpretation services so that parents can receive language assistance and have their questions answered in their preferred languages.

Ms Mossen, will ensure timely entry of this information into the QADM ATS screen. She will place the completed HLIS forms in the student’s cumulative file. If the student’s home language is English, the ELL Identification Process terminates at this step; if the student’s home language is not English, we will continue to Step 2 of the Identification Process.

Step 2: For students whose home language is not English, Ms. Mossen will administer a more in-depth interview with the student and will use an age- and grade-appropriate informal or formal screener, review student work (if available), and review IEP (if applicable) in order to determine if the student is eligible to take the NYSITELL. If the student is ineligible to take the NYSITELL, the ELL Identification Process will end at this step; if the student is eligible to take the NYSITELL, Ms. Mossen will continue to step 3.

Step 3: Ms. Mossen will print NYSITELL answer documents using the RLBA function in ATS. After the NYSITELL exam is administered, she will scan the answer documents into ATS via the attendance scanner within 10 school days of enrollment. Within 5 school days of ELL determination, notification letters (Entitlement or Non-Entitlement) will be distributed in the parent’s preferred language to inform parents of the results of the NYSITELL and ELL status. Dated and signed letters will be retained in the student’s cumulative folder. For those who didn't score "Commanding" and whose HL is Spanish, Ms. Mossen will proceed to step 4.

Step 4: With the same 10-day testing window, Ms. Mossen will administer the Spanish LAB to all new entrants whose HLIS responses indicate a home language of Spanish and who are newly identified as ELLs based on NYSITELL results. She will print Spanish LAB answer documents using the RSLA function in ATS. After the Spanish LAB is administered, the answer documents will be scanned into ATS via the attendance scanner within 10 school days of enrollment.

There are several staff members that speak Spanish and assist when necessary. We will use the services of the Translation and Interpretation Unit when needed.

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).
Within 30 school days from initial enrollment we will make an initial SIFE determination. The process to determining SIFE status will begin at the time of the completion of the Home Language Identification Survey when the parent is asked to indicate prior schooling. As a result, if a parent indicates that their newly identified ELL (Grades 3 to 9) has had an interruption or inconsistency in their formal schooling, we will begin the SIFE Identification Process. Ms. Mossen will administer an oral interview questionnaire. The Literacy Evaluation for Newcomer (LENS) will be administered to ELLs whose HIs are Arabic, Bengali, Chinese, Haitian Creole, or Spanish. As per CR Part 154, a final determination of SIFE status will be made within a year. SIFE status will automatically be removed once the ELL scores at Transitioning Level or higher on the NYSESLAT. Within 30, SIFE status will be added to the BNDC screen in ATS.
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).

Our Language Proficiency Team (LPT), consisting of our principal, SETTS teacher, ENL teacher, IEP Teacher, assistant principals, student’s parent, and a interpreter or translator) will determine NYSITELL eligibility for students entering school with IEPs (from within the United States) must be based on the determination of the Language Proficiency Team (LPT). The LPT is minimally comprised of • A school/district administrator • A certified teacher or related service provider with a bilingual extension and/or a teacher of English to speakers of other languages • The director of special education or individual in a comparable title (or his or her designee) • The student’s parent or guardian. A qualified interpreter or translator of the language or mode of communication the parent or guardian best understands, must be present at each meeting of the LPT.

The team will consider the following:

- *The results of Step 1 of ELL Identification Process
- *The student's history of language use in the school/home/community
- *The individual evaluation of the student conducted in accordance with the procedures in CR Part 200.4
- *Information provided by the CSE.

This evidence will allow the LPT to determine whether the student has Second Language Acquisition Needs or a learning disability affecting proficiency in English. The student will take NYSITELL if the committee determines that student has second language needs. If the LPT determines that the student does not have English language acquisition needs and should not take the NYSITELL, the recommendation is sent to our principal for review.

Our principal will accept or reject the recommendation. The NYSITELL will be administered immediately, if the LPT recommendation of non-eligible is rejected by the principal. The NYSITELL will not be administered if principal accepts the LPT recommendation of non-eligible.

If the principal accepts the recommendation not to administer the NYSITELL, the recommendation is sent to the superintendent or the superintendent's designee for a final decision. A decision will be made in 10 school days. If it is determined that the NYSITELL is to be administered then Ms. Mossen has 5 additional school calendar days for administration. The Language Proficiency Team NYSITELL Determination Form will be completed and placed in the student's cumulative folder.

Additionally, the parent or guardian must be notified within 3 school days of the decision in the parent's/guardian's preferred language.

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.

Once the parent has made their selection, and the selection is other than ENL, a generated list of schools offering the selected program is provided by Ms. Mossen to the parent/guardian informing them of all schools within the city limits that offer their desired program. Original Parent Selection Forms, entitlement letters and HLIS are placed in student cum folders and copies are kept in Ms. Mossen's room. After, the child is placed in the parent/guardian's selected program within the first ten school days of enrollment, a Placement letter is sent to the parent in their native language within the first 10 days. Copies are made prior to distribution and are kept on file in a locked file cabinet in Ms.Mossen's room. Follow up requests are made as needed. The returned letters are stored in cumulative folders along with the copies of the originals in the locked cabinet in Ms. Mossen's room. Finally, a spreadsheet is used to keep an updated and accurate record of the parent choices and completion of the Parent Survey and Program Selection Forms.
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).

Our parents are informed that they have the right to appeal ELL status within 45 days of enrollment during the ELL Identification Process and during the Parent Orientation for New ELLs. Copy of letter is kept in Room 217 and the original copy will be placed in student's CUM 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.

During the first ten days of a student's attendance the parents are provided with the Notification Letters, in their native language, informing them of their child's status and eligibility with respect to receiving ELL services. Within the first ten days of enrollment, The parents of those students eligible for services will receive a letter (in their native language) inviting them to the parent orientation given by Ms Mossen (ENL teacher) and Ms. Stillwell (Parent Coordinator) at which all three program choices offered by the DOE are explained. Those choices are the Transitional Bilingual Education, Dual Language and Free Standing ENL programs. At this time, a digital video via the NYC DOE website, in the parent's preferred language, along with the assistance of the DOE's Translation and Interpretation Unit and brochures printed in the preferred language, are utilized to explain the three programs offered. After viewing the video and reading the brochures, the parent then selects their program of choice. It is then explained to the parent/guardian that when there is a minimum of 15 students in two consecutive grades, requesting the same program choice in the same native language, the school will open the TBE/DL program. Original Parent Selection Forms and HLIS are placed in student cumulative folder and copies are kept in Ms. Mossen's room. A list of parents and students awaiting placement in TBE/DL programs is generated, monitored, and stored in Room 217. At the time when 15 students in two consecutive grades and the same home language are on the list then the ENL teacher will notify the parents, via phone calls and notification letters, of the newly opened TBE/DL program. A log of the outreach will be kept in Room 217.

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.
To ensure that forms are returned in a timely manner, the Parent Surveys and Program Selection forms are distributed by Ms. Mossen during the ELL identification Process. Then parents are invited to attend Parent Orientation where video is shown and forms are signed. Finally, a spreadsheet is used to keep an updated and accurate record of the parent choices and completion of the Parent Survey and Program Selection Forms.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
A spreadsheet is used to keep an updated and accurate record of the parent choices and completion of the Parent Survey and Program Selection Forms. A Parent Contact log is also kept in order to keep track of the attempts Ms. Mossen made to notify parent that Parent Survey and Program Selection forms were not received.
9. Describe how your school ensures that placement parent notification letters are distributed.
ELLs will be placed in the parents' program of choice within 10 school calendar days of enrollment. Every effort will be made to ensure that placement parent notification letters are distributed. Ms. Mossen, certified ESL Teacher, will send parents a placement letter (in the parents' preferred language) indicating the program in which their child has been placed. A letter will be sent home with the student and one will be mailed to address on blue card.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
Our school retains all ELL-related documents in the student's cumulative record. The pupil accounting secretary will forward them to DOE schools upon transfer to another DOE school. Additionally, Ms. Mossen maintains an ELL Folder of Critical Documents which contains these documents in a central location for ease of review.

These documents include the following:

- * Dated and signed copies of each student's
 - * Home Language Identification Survey
 - * Parent Survey and Selection Form
 - * Program Placement Letter
 - * Entitlement letter (newly identified ELLs)
 - * Continued entitlement letter (continuing ELLs)
 - * Non entitlement letter
 - * Language Proficiency Team NYSITELL Determination Form
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
In order to ensure that all ELLs receive the NYSESLAT annually, a RLER("Y" indicator for NYSESLAT eligible) report is generated from ATS by either Ms. Mossen(ENL teacher), or school secretary, during the last week of March and weekly during the months of April & May, to determine the number of students who are eligible for the test in our building. For extra assurance, a RLAT, and RNMR are also generated through ATS and cross-referenced with the RLER ("Y" indicator for NYSESLAT eligible). Subsequently, Ms. Mossen will draft a test schedule for the Speaking, Listening, Reading, and Writing subtests along with each ELL's name and copies will be given to the principal, the administrators, the testing coordinator, and classroom teachers. A letter will be distributed to the parents in their desired language. The NYSESLAT test booklets and answer grids are stored securely in a closet located in the principal's office. As each component of the test is administered, a security form is filled and signed by the testing coordinator and Ms. Mossen, and the secured items are returned promptly to the closet. To ensure that all four modalities are administered, the ENL teacher checks each name off the list as each student is tested. This has proven to be effective as our school has had 100% of its ELLs take the NYSESLAT.
 12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
To ensure that continued entitlement and transitional support parent notification letters are distributed, Ms. Mossen, certified ESL Teacher, will send parents the notification letters (in the parents' preferred language). A letter will be sent home with the student and one will be mailed to address on blue card.
 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, we have noticed that the majority of our parents chose the ENL program. All are recorded and kept by Ms. Mossen, ENL teacher. Presently we have available an ENL program for students in K-8.

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 Freestanding (ENL) programs provide instruction in English with home language support, emphasizing English language acquisition. The ENL program is designed to support ELLs in second language development. It will consist of two instructional models as per CR Part 154-2:

*Stand-alone ENL will develop English language skills so that students can succeed in core content courses. It will be delivered by Ms. Mossen, a certified ENL teacher. The students are involved in learning focused on language acquisition techniques that will further enable them to meet competency when they are in their classroom. Specific attention is given to writing and vocabulary development.

*Integrated ENL will build English language skills through content area instruction. It is delivered by a coteaching model. Instruction includes content area subject matter and English language development using ENL strategies. All ELLs and former ELLs up to 2 years after exiting ELL status will receive 90 minutes of instruction weekly. The ENL teacher works with ELLs in collaboration with general education classroom teachers to provide language acquisition and vocabulary support. There is a common preparation time between the 2 teachers and/or prior collaborative lesson planning.

The number of ENL instructional units are dependent upon their score on the NYSITELL or the NYSESLAT and what level they have achieved as required by CR Part 154.2 Regulations. All ELLs and former ELLs up to 2 years after exiting ELL status will receive a minimum number of units of integrated ENL.

The ENL teacher uses the curriculum and modifies her teaching to make the content understandable for ELLs. She teaches language and content cohesively. Lessons are developed to include language objectives in every content lesson.

- b. TBE program. *If applicable.*

n/a

- c. DL program. *If applicable.*

n/a

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

- a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Explicit ENL and ELA instructional minutes are provided through an integrated model and stand-alone model.

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 compliance with ENL related mandates, Beginners/Entering receive 360 minutes of instructions as do Low Intermediate/Emerging ELLs from the ENL teacher. The ENL teacher provides Intermediate/Transitioning and Advanced/Expanding ELLs with 180 minutes of instruction weekly. Advanced ELLs also receive 180 minutes of ELA instruction by the classroom teacher each week. Proficient/Commanding students are mandated to receive 90 minutes of ENL instruction.

Instruction is provided throughout the school in English, however, there are textbooks available in the home language of Spanish in the content areas of Math, Social Studies and ELA. Additionally, there are glossaries available online for the students in Math and Science in Russian, Spanish and Chinese. Translation dictionaries are also available in Urdu, Chinese, Spanish and Amharic. Libraries of National Geographic in Spanish and English are used by Ms. Mossen to support the content areas of Social Studies and Science. Also available is a listening library in Chinese focusing on the content area of ELA. A variety of non-fiction books addressing such topics as Health; Science and Social Studies, in addition to fiction for grades K-3 are available in the school library for all to use. Content area performance data indicate that ELLs have made improvement. Several students have moved from low-level 2's to high – level 2's. Also, students have made improvement on the ELA and Math Exams. The teachers use various

assessments to drive instruction.

The following instructional approaches and methods, aligned with CCLS are emphasized:

*Use of rubrics for student self assessments, listening and speaking activities in ESL, ELA, etc. to allow for accountable talk,

*Use of graphic organizers, glossaries in HL, and explicit vocabulary instruction, to allow for students to comprehend challenging information.

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

The Spanish Lab is used to evaluate student's home language literacy skills.

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

To ensure that our ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year we do ongoing assessments. Ongoing formal and informal assessments are utilized such as running records, observations/anecdotal notes, Imagine Learning assessments, Fountas and Pinnell assessments, questions, graphic organizers, and short quizzes. We have ELA, NYSESLAT, and other State exams which are yearly. Additionally, our school programs have unit assessments and extra ELL support and materials that can be used as assessment pieces. The ENL teacher uses Empire State NYSESLAT and Getting Ready for the NYSESLAT as a form of assessment during the school year. The results of the NYSESLAT, Fountas and Pinnell, NYSITELL, Imagine Learning, and Interim Assessments are shared with teachers in an effort to use a variety of instructional techniques as a way of developing, cognitive and study skills in English.

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

Instruction is differentiated according to NYSESLAT score and grade level, as well as by individual student need as measured by writing samples and general assessments taken on a regular basis. Input is also sought from the student's classroom teachers to further tailor the class to students' needs. Focus of the program is an improvement of academic English skills in an effort to aid students with their overall academic work and preparation for the NYSESLAT.

Based on the results of their NYSITELL assessments, newcomers to the English Language School System will receive their mandated ENL services. Small group or individual instruction will focus on their immediate needs to facilitate a smooth transition. In addition, classroom teachers will provide support to the newcomers by placing them in groups with native English language speakers as well as students who share the home language as the newcomers, and by providing dictionaries, glossaries and books in the home languages. Students will participate in small group, task-oriented situations that guide the production of language both in verbal and written form. Students' seating arrangements will enable them to clearly see and hear the teacher during instruction.

Plan for SIFE students

After the SIFE student has been identified by LENS (if applicable), the ENL teacher in conjunction with the classroom teacher will make assessment of the student to determine the areas of need. Materials will then be given to supplement as needed. During weekly Team meeting the ENL teacher will review that student's progress with the classroom teacher, and cluster teachers. The discussion of the SIFE will occur weekly where we will address effectiveness of additional support/materials given.

Our school will also continue the buddy system for SIFE students by pairing them with advanced or former ELLs who speak their home language. In conjunction with our school librarian, SETSS teacher, and ESL teacher will make lower level texts available to teachers of SIFEs to complement grade level texts. As with all ELLs, AIS and after school tutoring are additional services that are available for SIFE students.

Differentiated Instruction Plan for SIFEs and Newcomers

The instructional plan for SIFE and Newcomers (Including those who will be tested in ELA after one year) includes:

1. Activating prior knowledge: word associations, wordsplash relationships, KWL charts, and anticipation guides.
2. Providing a print rich environment: maps, charts, signs, posters with motivational phrases, the alphabet in print and script, the Pledge of Allegiance, etc., lower-grade texts, texts that are written for a lower reading level, high interest, low ability books, native language materials, and bilingual glossaries.
3. Engaging students in hands-on learning:
4. Introducing new vocabulary, new concepts: rephrasing, defining in context, and simplifying, using intonation and pauses for emphasis.
5. Providing multiple opportunities to demonstrate understanding: explanations, acting out, discussing, defending, drawing, etc.
6. Allowing students to work in cooperative groups.
7. When possible, building the native language content and literacy instruction in order to build on English.

8. Using teaching strategies that weave together language and content instruction, such as the SIOP model (Sheltered Instruction Observation Protocol).

Plan for ELLs in school 4-6 years:

The ENL teacher uses scaffolding, realia, and other ENL methodologies. With these approaches the students will develop interpersonal communication skills (the connection between form and structure for English, and their social-functional meaning; develop the ability to use language by actively employing the students' information processing capabilities required to acquire academic language skills

Plans for ELLs in school 6 years completed or more/ Long term ELLs

Long term ELLs will continue to receive their mandated ESL services and or ELA instruction as required under CR Part 154-2. Additionally, long-term ELLs will receive small group instruction provided by AIS teachers. The Extended Day Program will provide an additional service to long-term ELLs.

Testing Accommodations for former ELLs are extended for two years after they obtain proficiency. The accommodations are for NYS ELA and Content-area assessments include:

- Time Extension (all exams)
- Separate Location (all exams)
- Bilingual Dictionaries and/or Glossaries
- Simultaneous use of English and Alternative Language Editions (not for ELA Exam)
- * Oral Translation for Low Incidence Languages (not for ELA exam)
- Writing Responses in the Home Language (not for ELA Exam)

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

Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal, will review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with the student, parent/guardian, and Ms. Mossen, ENL Teacher. If the principal, based on the recommendation and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the student as defined in CR Part 154-2.3(j) and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, she must consult with the superintendent or her designee. Final decision notification must be in writing to the parent/guardian in the parent's preferred language within 10 school calendar days.

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

At PS/MS 183Q, the ReadyGEN (K-5) and the Code X (6-8) Programs are used and both are Common Core Aligned. Each program includes an ELL-SWD intervention component, which classroom teachers and the ENL teacher implement. The curriculum provides extra ELL support kits and instruction that promote language development. All teachers have access to SESIS. They review students IEPs and arrange schedules and programs accordingly to meet all mandates on IEP. Whenever necessary, student is provided with a bilingual instructor and/or paraprofessional. The certified ENL teacher for grades K-8, utilizes a variety of instructional techniques, strategies, and ENL methodologies to enhance the academic performance of English Language Learners. The instructional techniques employed during instruction include modeling, scaffolding, bridging, contextualization, schema building, text representation, and metacognitive development. Through a thematic approach to teaching students are taught the four modalities of language: reading, writing, speaking, and listening; using the aforementioned instructional techniques. During the thematic approach to instruction the five ESL approaches are employed. They include Cooperative Learning, The Natural Approach, The Language Experience Approach, Total Physical Response, and the Whole Language Approach. For students at the Emerging language level, instruction focuses on Basic Interpersonal Communication Skills (BICS). As students reach the Transitioning- Expanding Levels of language, the focus shifts towards Cognitive Academic Language Proficiency (CALP).

For those students with Special needs, the goals stated on their IEPs are taken into consideration as well as their need as indicated by their NYSESLAT or NYSITELL scores. They will continue to receive their mandated ENL services plus additional support that will be provided through AIS, Related Services, and After School Tutoring.

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?

Through flexible programming, ELL-SWDs are allowed to sit in a general education class when they show strength in ELA and Math for 2 periods a day. Additionally, these students participate in a mainstream classroom during tutoring, ELL services, and

Chart

related services. We have a 2nd grade ICT where ELL-SWDs may integrate with general education students.

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

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

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

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



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

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

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

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

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

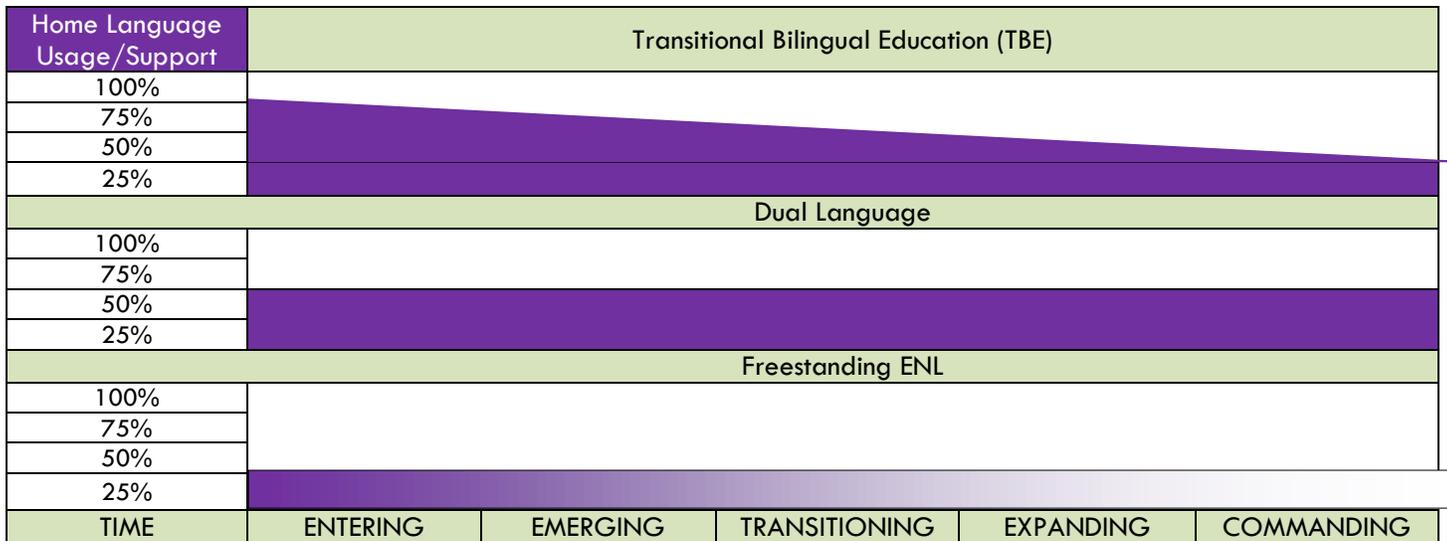


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. Our targeted intervention programs for ELLs in ELA include EngageNY, Wilson Foundations, Wilson, and Voyager. Additionally, interventions are provide using ReadyGEN and CodeX, which are reading programs for students in grade K-5 and 6-8, respectively. Interventions center on literacy instruction, read-alouds, whole class directed lessons, independent practice, learning center activities, vocabulary development, phonics, etc. We also have Imagine Learning, which is a research-based reading, listening, speaking, and writing program. For targeted intervention in math we use Go Math, EngageNY, and Connected Math.
- Targeted Academic intervention Services are provided to students daily and during the after school tutoring program. ELLs are offered academic intervention services in English with home language support as follows:
- 1.Small group instruction provided by AIS teacher in all content areas
 - 2.After School Program (late fall- spring) available to all ELL students Grades 2-8 focusing on all content areas, ie. ELA, math, social studies, and science.
 3. Title III F-Status teacher provides additional small group AIS services to Transitional ELLs.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development. Our current program is effective and is meeting the needs of our ELLs in both content and language development. It's evident because we had 7 students score proficient on the NYSESLAT last year and hope to exceed that number this year. Furthermore, we had as many as 11 of our ELLs move up one proficiency level.
12. What new programs or improvements will be considered for the upcoming school year? New programs for the upcoming school year include: Wilson Foundations.
13. What programs/services for ELLs will be discontinued and why? n/a
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building. ELL students receive equity and access to all programs are provided with the opportunity to participate in the PM Tutoring program and are scheduled for AIS as are all students at PS/MS 183Q. ELLs are afforded the same eligibility to participate in after school programs as other students.
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. PS/MS 183 utilizes instructional materials that includes both text and technology. Students use a variety of materials to support teaching and learning in themes and content specific activities. We have used and will continue to use Title III funding to support the learning of ELLs. The following materials were purchased:
1. Listening Center- Books with tapes, tape recorders and headphones (available in English, Spanish and Chinese)
 2. Library Books (English, Spanish, Chinese and Urdu)
 3. Knowledge Industries Multicultural Book Sets (K-3, 4-8)
 4. NYSESLAT Practice materials
 5. Dictionaries (Spanish, French, Chinese, Urdu and Amharic)
 6. Imagine Learning
- We will purchase additional support materials in Russian and Arabic with Title III funds in order to support our ELLs. Technology is a major support and resource used within the school. The technology lab is available to all ELL students in addition to the fact that every classroom is equipped with either PC's or laptops. In addition to the materials listed above, students use the following in the various content areas:
1. Glencoe Science Curriculum
 2. Holt McDougal Social Studies Program (English and Spanish)
 3. Harcourt Brace Social Studies
 4. Houghton Mifflin Harcourt Social Studies
 5. Go-Math
 6. Ready Gen
 7. Code X
16. How is home language support delivered in each program model (DL, TBE, and ENL)? Home Language Support is given in the form of peer-interaction , as well as by the use of bilingual dictionaries, glossaries, use of internet and texts in Spanish, Russian, Arabic and Chinese whenever needed. Bilingual glossaries for Social Studies, Math, and Science are available in the classrooms. Students may also use Google translate when necessary. Peers who speak the ELLs HL are "buddied" to give assistance.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

All ESL students have the support of their teachers, administration, the parent coordinator, Ms. Stillwell, two guidance counselors, Ms. Peykarian and Mr. Feliciano, and staff members. The guidance counselor assists our middle school ELLs with middle school and high school requirements.

Support service providers work with ELLs using age and grade appropriate materials. Our staff work together in grade teams to plan how to address the deficiencies of each student whether it involves using grade appropriate scaffolds, computer programs (Starfall.com or Brainpop.com), or NYS Bilingual Glossaries for elementary and middle school. Paste response to question here:

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).

In the event that a parent/student indicates their intention to register in the school prior to the beginning of the school year, a Welcome Packet including Community Resources; Parent Handbook; Translation and Interpretation Unit information and Parent Coordinator's contact info is given to the parent/guardian along with official registration info and materials.

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.)

Professional Development Professional Development and Support for School Staff, including parent coordinators and school secretaries . These PDs will provide teachers of ELLs with the tools needed to plan effectively, provide vigorous instruction, support and scaffold, and meet the language needs of students as they engage in the CCLS.

All staff have the support of school leadership and the two guidance counselors, Ms.Peykarian and Mr Feliciano. Mr. Feliciano assists our middle school ELLs with middle school and high school requirements. Both counselors provide crisis intervention and mediation. They receive PD in Articulation, Respect for All, and Behavior Intervention Plans, etc.
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?

Our Borough Field Support Center provides ongoing monthly professional development sessions. Professional Development The ENL teacher attends monthly ENL meetings provided by the Borough Field Support Center and other workshops offered through the Dept. of ELLs. The professional development focuses on topics of compliance and issues dealing with curriculum and instruction such as the ENL Adaptive Balanced Literacy, ENL Standards, QTEL, Math and Science instruction for ELLs as per the CCSS ELA and Math.

Professional Development is done monthly by the professional development team. Our Professional Development Calendar includes sessions from September-June. There are many topics including: CIE, Goal settings for groups of students/teachers/administrators, Danielson Framework for Teaching, Baseline Assessments, CCLS, Designing rigorous instruction, Flexible Scheduling, Data Analysis, Cyberbullying, RTI, etc.

The professional development team includes the Principal and the Assistant Principals. Classroom teachers receive on-going professional development on how to differentiate instruction to meet the academic needs of ELL students.

Professional development occurs during grade conferences, faculty conferences and monthly professional development sessions. Staff development will include training for all teachers in ENL methodologies. Training will be done by the Borough Field Support Center for ELL Curriculum and Instruction. A review of teacher records will be conducted to assess need for the training to staff. Teachers presently working at our school are long time staff members, many of which were trained. For those teachers that must fulfill the training requirement, training will be provided on site during Lunch and Learns or professional periods by the ENL teacher or the ELL Specialist.

Teachers also have grade wide common planning periods and differentiate to meet student's needs academically and linguistically. Additionally, they have participated in many ELL webinars and received PD through The Teaching Channel website for Common Core-aligned instructional strategies.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Ms. Mossen works collaboratively with all staff to provide support in assisting our ELL students as they transition from one school level to the next. Our ENL teacher will support staff needs including: professional development, best approach methodology, ENL prototype, data analysis, comprehensive needs assessment, parental involvement, compliance and instructional issues, preparation for the NYSESLAT and program design. As for our elementary level and middle school level guidance counselors, they receive support in how to assist ELLs as they transition from elementary to middle and/or high school. Also, our counselors provide our elementary and middle school students with a list of , specialized programs in Middle Schools, ELL High Schools , open house opportunities, and summer school preparation courses for ELLs.
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 professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for ENL teachers will be provided in multiple ways. Teachers will participate in ongoing Professional Development in ELL methodology and strategies in order to complete ELL-specific professional development with the ESL Teacher. PD will be on-going and presented in accordance with the LAP's academic principles for the high quality instruction of ELLs. Topics will include literacy, informal and formal assessments, translating the NYSESLAT data into effective instruction for all levels, materials related to ELL education including books and Internet resources. Records will be updated after each session. Attendance, agenda and copies of will be maintained by each teacher. All teachers will be encouraged to attend outside workshops on best instructional practices for ELLs. Records of agendas and attendance are kept in the teacher's file located in the Main Office Rm 145.

Periodically during professional learning team meetings ELL training is provided by our ENL professional. Teachers also have grade wide common planning periods and differentiate to meet student's needs academically and linguistically.

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?

Our school provides annual individual meetings with parents or guardians of ELLs, at least once a year, in addition to parent-teacher conferences, initial parent orientations, quarterly progress meetings or other scheduled meetings provided for parents or guardians, to discuss the goals of the program, their child's language development progress, their child's English language proficiency assessment results, and language development needs in all content areas. This additional meeting will be conducted by Ms. Mossen, ENL Teacher, Ms. Stillwell, Parent Coordinator, classroom teacher, and a interpretation/translation service provider in the parent/guardians preferred language (if applicable). It will be scheduled for every Tuesday at 2:30pm. Attendance logs will be recorded and stored in Room 217.

We have staff available for translation service in the parent/guardians preferred language. If necessary we contact the Office of Translation and Interpretation Unit for provisions.

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

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. We will individually meet with the parents or guardians of English language learners at least once a year, in addition to parent-teacher conferences, initial parent orientations, quarterly progress meetings or other scheduled meetings provided for parents or guardians, to discuss the goals of the program, their child's language development progress, their child's English language proficiency assessment results, and language development needs in all content areas. This additional meeting may include school staff necessary to sufficiently inform the parents or guardians about the child's language development in all content areas in English and in the child's home language in the case of students enrolled in a bilingual education program. This meeting will be conducted with a qualified interpreter/translator in the language or mode of communication the parent or guardian best understands. The ENL teacher has a compliance binder and data binder to retain all records of her outreach to parents whether face to face, email, letters, or by phone conference. We keep parent engagement appointments sheets, parent sign in sheets, and parent communication logs on record. Meetings are conducted with a qualified interpreter/translator, through the Translation and Interpretation Unit, if needed. We also currently have 6 personnel available on staff for translation and interpretation.

Our parents are very involved in Girl Scouts and Boy Scouts. They assist and provide Spanish and Arabic translation to other parents, and are present in the school during the school day to work as parent volunteers. The parent coordinator is culturally sensitive to the needs of our parents and coordinates events that will keep our parents involved within the school.

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

Our school partners with other agencies including:

*NYCDOE OACE

*Cornell University

*Oceanbay Job Training & Placement

*Girl Scouts of America

*Boy Scouts of America

*Councilman Donovan Richard's Office

*Addabo Health Clinic

*New Horizons

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

To evaluate the language preference needs of the parents we refer to the HLLS where the parent indicated the preferred language for verbal and written communication. Ms. Stillwell, the parent coordinator listens to their concerns, refers them to supervisors, APs, the principal, Special Ed Dept., and testing coordinator. For social services, she provides referrals to Community pantries. She makes phone calls to various agencies and politicians where she voices their queries.

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

The parent coordinator, Ms. Stillwell, works closely with parents to facilitate a positive home school relationship for all students including ELLs. Information, written and oral, is provided to parents in their native language to ensure effective communication and parent involvement.

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.

n/a

School Name: **Dr. Richard R. Green**

School DBN: **27Q183**

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) |
|----------------------|---|-----------|-----------------|
| Jessica Romero | Principal | | 1/1/01 |
| Shallonda Daniels | Assistant Principal | | 1/1/01 |
| Jacqueline Stillwell | Parent Coordinator | | 1/1/01 |
| Cynthia Mossen | ENL/Bilingual Teacher | | 1/1/01 |
| Della Jackson | Parent | | 1/1/01 |
| | Teacher/Subject Area | | 1/1/01 |
| | Teacher/Subject Area | | 1/1/01 |
| | Coach | | 1/1/01 |
| | Coach | | 1/1/01 |
| Rhea Peykarian | School Counselor | | 1/1/01 |
| | Superintendent | | 1/1/01 |
| | Borough Field Support Center Staff Member _____ | | 1/1/01 |
| | Other _____ | | 1/1/01 |
| | Other _____ | | 1/1/01 |
| | Other _____ | | 1/1/01 |

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **27** School Name: **183Q**
Superintendent: **Mary Barton**

Before you begin, please check the following:

- yes- Principal has designated a Language Access Coordinator (LAC) in Galaxy**
- yes-The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit**
- yes- 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 written and oral include:

1. The RAPL ATS report
2. Page 2 of the HLIS
3. Language preference noted on the Student Emergency Contact Card

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.

According to the RHLA and RPOB ATS reports, our school's translation and interpretation needs are based on the languages: Arabic-5 students, Bengali-2 students, English -509 students, Haitian Creole- 3 students, Spanish-60 students, Russian- 3 students, Chinese- 1 student, Tibetan- 2 students, and Unknown- 22 students. This information was shared with the school community by means of the parent handbook, at weekly Teacher Team meetings, at Parents' Association meetings, and through the Parent Coordinator. Staff utilized the home language survey, located in the cumulative folder, to determine the languages that parents communicate to parents. Staff also utilized the emergency, "blue" card to identify the home language. A list will be kept of parents' preference of language for communication and kept in the main office.

Part B: Creating a Communications Calendar

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

The following documents are disseminated that require translation:

- * School Handbooks: September
- * Calendar of School Events: Monthly
- * Parent-teacher conference announcements: November, March, and May
- * After-school program information: October
- * New York State testing dates: September, December, and March
- * General Overview of Student Curriculum: September
- * School leadership letters: September , Ongoing
- * Meet the Teacher Night: Late September
- * Bill of Parent Rights: September

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.

Formal face-to-face meetings that typically occur throughout the year include:

- * Parent-teacher conferences: November, March, May
- * IEP Meetings: Ongoing
- * Meet the Teacher Night: October
- * PTA Meetings: Monthly
- * Parent Workshops: Ongoing

- * Informal interactions include:
 - * Attendance Teacher calls and visits to parents/guardians
 - * Guidance counselor calls to parents
 - * Teacher calls to parents
 - * Parent Inquiries

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.

We will plan ahead to ensure timely provision of translated documents. Translations of signs, report cards, Bilingual Terminology will be provided by our school. Spanish translations of other documents will be provided by in house school staff and parent volunteers. For example, during our Parent Orientation sessions, parents have the opportunity to receive written materials in their home languages. Additionally, in the event when translated materials in other languages are not available we will utilize written materials that are available from the Translation and Interpretation Unit's website.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Interpretation services needed in Spanish and Greek will be provided by in house school staff and parent volunteers. For other languages, interpretation services will be provided by the Translation and Interpretation Unit. PS/MS 183Q will be responsible to reach each parent whose preferred language is a covered language and who require language assistance services with a Parent Rights and Responsibilities. Translated version of the document in covered languages is available on the DOE website. Staff will be responsible to retrieve the documents for parents.

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.)

To ensure that all staff members are aware of how to use translation services and over-the-phone interpretation services, we will distribute the T&I Brochure, display the Language ID Guide in the Main Office and near the Lobby, distribute Language ID Cards at staff meetings, and email the link to the DOE's TIU website.

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

In order to fulfill Section VII of Chancellor's Regulations A-663 we will provide a translated version of the Bill of Parent Responsibilities to each parent requiring language assistance and whose first language is a covered language. We will have signs indicating the availability of interpretation services, in the covered languages. Such signs will be displayed in the front desk, main office and the parent coordinator's office. We will have a school safety plan in place. PS/MS183Q has 10 Spanish interpreters (in house school staff and parent volunteers) available for interpretation services at group or one-to-one meetings. If interpretation is needed in another language we will contact the Translation and Interpretation Unit for any interpretation services. Translation services will be promoted through the parent handbook, Bill of Parent Rights and the Parents' Association meetings.

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)

In order to gather feedback from parents on the quality and availability of services we will distribute the NYC Parent Satisfaction Survey. We will use ongoing feedback from the Parent Coordinator regarding parent satisfaction or concerns. We will make the necessary adjustments as needed.