

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

30Q222

School Name:

P.S. Q222 - FIRE FIGHTER CHRISTOPHER A. SANTORA SCHOOL

Principal:

YVONNE MARRERO

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: FF Christopher A. Santora School School Number (DBN): 30Q222
Grades Served: Pre-K to 2
School Address: 86-15 37th Avenue, Jackson Heights, NY 11372
Phone Number: 718-429-2563 Fax: 718-429-3484
School Contact Person: Yvonne Marrero Email Address: ymarrero@schools.nyc.gov
Principal: Yvonne Marrero
UFT Chapter Leader: Jason Albertson
Parents' Association President: Alexia Tate
SLT Chairperson: Renee Spence
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Diana De La Pava
Student Representative(s): _____

District Information

District: 30 Superintendent: Dr. Philip A. Composto
Superintendent's Office Address: 28-11 Queens Plaza North, Long Island City, NY
Superintendent's Email Address: pcompos@schools.nyc.gov
Phone Number: 718-391-8323 Fax: 718-391-3167

Borough Field Support Center (BFSC)

BFSC: Queens North Field Director: Lawrence Pendergast
Director's Office Address: 28-11 Queens Plaza North, Long Island City, NY
Director's Email Address: lpender@schools.nyc.gov
Phone Number: 718-391-8222 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) |
|------------------|---|-------------------------|
| Yvonne Marrero | *Principal or Designee | |
| Jason Albertson | *UFT Chapter Leader or Designee | |
| Alexia Tate | *PA/PTA President or Designated Co-President | |
| Laura Martinez | DC 37 Representative (staff), if applicable | |
| Diana De La Pava | 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 | |
| Elizabeth Otero | Member/Teacher | |
| Renee Spence | Member/ Paraprofessional | |
| Jose Arocho | Member/Parent | |
| Jafet Barrera | Member/Parent | |
| Kate Menken | Member/Parent | |
| | | |

| Name | Position and Constituent Group Represented | Signature (Blue Ink) |
|-------------|---|---------------------------------|
| | Member/ | |

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

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

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

P.S. 222Q opened its doors on September 7, 2002. Since that time it has developed into one of the most extraordinary places of early childhood learning in the entire city of New York. Its setting is also exceptional. The school's design was inspired by the existing architecture of the Jackson Heights Historic District and seamlessly blends into the area. It has a library/media center, a multipurpose room and an outside playground on the second floor. The student population reflects the "melting pot" of Queens with a representation of a number of ethnic cultures.

Our student population is comprised of approximately 300 students of which close to 30% are English language learners (ELLs) and 8% are students with special needs. The needs of our ELLs are home language support within the Dual Language setting as well as ESL in which content and language are taught simultaneously. With respect to our students with IEPs, we have flexible programming in order to service the students in the least restrictive environment. Supports include SETSS, ICT, and a range of services, i.e. occupational therapy, speech, counseling and adaptive physical education. Additionally, an After School Program provides supplemental support tailored to the linguistic needs of our ELLs.

The principal and staff members take great pride in P.S. 222Q family's distinct spirit of cooperation and collaboration. It is this spirit that enables all the school's constituencies to move forward to achieve their clearly delineated educational goals and objectives which benefit the entire school community. The school's mission's goal is to challenge their students in a safe and nurturing early childhood environment to meet their full academic potential as well as their social and emotional growth through guidance and monitoring, including varied strategies and supportive measures.

The highly professional staff of the school has set high expectations aligned with the Common Core Learning Standards of New York State that apply to all of their students in order for them to achieve academically as well as for them to attain a sense of self-worth and respect for all others. The principal and staff members ardently accept the responsibility to build on the strengths, needs and interests of each child and to fulfill their school motto - "Inspiring Greatness, One Child At A Time..."

Some of our strategic collaborations and partnerships include Studio in a School, Renaissance Learning, Museo del Barrio and UFT Teacher Center. Studio in a School helps our students build foundational art skills and develop 21st century skills of communication and problem solving. Renaissance Learning offers educational software to improve student learning in reading. Through our participation in the Cultural After School Adventures Program (CASA), we have been able to partner with El Museo del Barrio in order to have our students explore the cultural richness of their neighborhood of Jackson Heights and express their appreciation through different media. In association with the UFT Teacher Center, we are able to tap into the myriad of resources and professional learning opportunities to enhance teaching practices.

Highlighted below are some of our promising practices and programs that enhance the educational experience of our students.

- Character Education — Principal's Book of the Month is instituted in connection with our Character Education Program for grades K-2. We have identified a set of 8 books for the K-2 grade band. A school wide discussion around Principal's Book of the Month sends a strong message to students that reading is important and that their thoughts around literature should be heard and celebrated. Furthermore, by incorporating character education, we teach our students the universal values that build character which produces behavior that is beneficial for the individual, others, and the community.

- Music, Theatre and Visual Arts — Our Art Program offers music, theatre, and visual arts for all students K-2 with our teaching staff implementing the Blueprint for Teaching and Learning in the Arts, a standards-based, rigorous approach to teaching the arts. Instructional materials used in conjunction with our music program include Silver Burdett’s Making Music. For theatre, we use Houghton Mifflin Harcourt’s Readers’ Theatre Program for grades 1 and 2. In addition, we have a school chorus, concerts and performances throughout the year. Furthermore, for the seventh consecutive year, through our partnership with Studio-in-a-School, a resident artist works with first grade teachers in a project called *First Grade Artists*. In this program, first graders explore the visual world that surrounds them through a variety of media including collage, printmaking, paint, clay and puppetry, and are inspired by the works of other artists, including book illustrators. The use of reading, writing and class discussion deepen the art experiences while supporting literacy learning. In December our first graders will continue the already established tradition of performing “Dr. Seuss’ How the Grinch Stole Christmas” and in the Spring our second graders will be performing Disney’s “Lion King.”
- Physical Education — Students K-2 receive physical education in keeping with the mandates. We implement the SPARK Program in grades K-2. This program includes 10 dynamic instructional units and each curricular component is presented in scope and sequence via daily lesson plans that are aligned to NASPE National Standards. The SPARK K-2 curriculum also contains academic integration tips (with a special emphasis on literacy), social skills themes by grade level, and challenging extensions for each activity.
- Dual Language Program — The Dual Language Program at P.S. 222Q uses the 50/50 alternate day model for instruction. The English Language Learners and the Native English Speakers work cooperatively and serve as language role models for each other. Students spend one full day of instruction in English including reading, writing, math, science and social studies, and receive a full day of instruction in Spanish with a similar sequential pattern the following day. Throughout the program, both English Language Learners and Native English Speakers are held to the same high academic standards and assessments
- Schoolwide Enrichment (SEM) — Our SEM Program is a research supported instructional model of education that incorporates a wide variety of differentiated strategies, educational structures, and components that benefit all types of learners. Students have the liberty of choosing their own research theme/topic and work with a small cohort of students with similar interests. SEM is offered in cycles of 10 weeks per grade starting with second grade as an After School Program on Fridays from 2:30 – 3:45 PM.
- Library – A part-time librarian offers services to our children in the use of our library and media center. The library has been renovated into a state-of-the-art facility with a Promethean board, six I-macs, a color printer and an automated system of books to facilitate circulation. Classes are scheduled to visit the library on a regular basis.

We hold a number of special events: 9/11 Commemorative Walk; Family Fun Nights celebrating the work in content-area study, i.e. Literacy, Math, Physical Education; Character Hat/Halloween Day Parade; Dr. Seuss’ Birthday/Pajama Day; Science Fair; Earth Day Parade; Music Concerts; Theatrical Performances; Art Galleries.

Our 9/11 Commemorative Walk is dear to our hearts as our school is named after FF Christopher A. Santora who perished on 9/11. On the day of the walk, our students hold an American flag and wear a firefighter’s hat and Christopher’s t-shirt. It is a solemn day imbued with the spirit of hope, courage, and resiliency—the American way!

Our school community has agreed that our challenges include: limited space – we have a multipurpose room which serves as our cafeteria, gymnasium, auditorium and assembly hall; therefore, it poses limitations on the schedule. Participation of parents in content-focused workshops – while parents voice a need for content-focused workshops throughout the year, attendance at these workshops is at a minimum when compared to attendance at other “more enjoyable” events that involve the whole family.

In the 2014-15 school year, our greatest area of growth was in that of Rigorous Instruction noted at 97% with teachers creating tiered lessons that provide multiple entry points based on students’ cognitive and language readiness levels. Our key areas of focus for this school year is that of Collaborative Teachers with teachers continuing the work on lesson planning with multiple entry points based on students’ cognitive and language readiness levels, with special attention to creating extension activities that truly challenge our high achieving students. In addition, we will focus on lesson

adjustments based on assessment data. Furthermore, we will focus on the element of Strong Family-Community Ties as we develop activities where parents can volunteer their time to support the school.

30Q222 School Information Sheet

| School Configuration (2014-15) | | | | |
|---|-----------------|---|-------|---|
| Grade Configuration | PK,0K ,01,02 | Total Enrollment | 335 | SIG Recipient |
| | | | | N/A |
| Types and Number of English Language Learner Classes (2014-15) | | | | |
| # Transitional Bilingual | N/A | # Dual Language | N/A | # Self-Contained English as a Second Language |
| | | | | N/A |
| Types and Number of Special Education Classes (2014-15) | | | | |
| # Special Classes | N/A | # SETSS | N/A | # Integrated Collaborative Teaching |
| | | | | N/A |
| Types and Number of Special Classes (2014-15) | | | | |
| # Visual Arts | N/A | # Music | N/A | # Drama |
| | | | | N/A |
| # Foreign Language | N/A | # Dance | N/A | # CTE |
| | | | | N/A |
| School Composition (2013-14) | | | | |
| % Title I Population | 76.1% | % Attendance Rate | 91.5% | |
| % Free Lunch | 77.0% | % Reduced Lunch | 8.2% | |
| % Limited English Proficient | 28.9% | % Students with Disabilities | 8.5% | |
| Racial/Ethnic Origin (2013-14) | | | | |
| % American Indian or Alaska Native | 1.2% | % Black or African American | 1.2% | |
| % Hispanic or Latino | 75.8% | % Asian or Native Hawaiian/Pacific Islander | 12.5% | |
| % White | 7.6% | % Multi-Racial | 1.7% | |
| Personnel (2014-15) | | | | |
| Years Principal Assigned to School (2014-15) | 7.34 | # of Assistant Principals (2014-15) | 1 | |
| # of Deans (2014-15) | N/A | # of Counselors/Social Workers (2014-15) | N/A | |
| Personnel (2013-14) | | | | |
| % of Teachers with No Valid Teaching Certificate (2013-14) | N/A | % Teaching Out of Certification (2013-14) | 4.2% | |
| % Teaching with Fewer Than 3 Years of Experience (2013-14) | 0.2% | Average Teacher Absences (2013-14) | 7.53 | |
| Student Performance for Elementary and Middle Schools (2013-14) | | | | |
| ELA Performance at levels 3 & 4 | N/A | Mathematics Performance at levels 3 & 4 | N/A | |
| Science Performance at levels 3 & 4 (4th Grade) | N/A | Science Performance at levels 3 & 4 (8th Grade) | N/A | |
| Student Performance for High Schools (2012-13) | | | | |
| ELA Performance at levels 3 & 4 | N/A | Mathematics Performance at levels 3 & 4 | N/A | |
| Credit Accumulation High Schools Only (2013-14) | | | | |
| % of 1st year students who earned 10+ credits | N/A | % of 2nd year students who earned 10+ credits | N/A | |
| % of 3rd year students who earned 10+ credits | N/A | 4 Year Graduation Rate | N/A | |
| 6 Year Graduation Rate | N/A | | | |
| Overall NYSED Accountability Status (2014-15) | | | | |
| Reward | | Recognition | | |
| In Good Standing | X | Local Assistance Plan | | |
| Focus District | X | Focus School Identified by a Focus District | | |
| Priority School | | | | |
| Accountability Status – Elementary and Middle Schools | | | | |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | 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 Science (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 | | | |
| 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.

TCRWP Running Records administered in June 2015 for the purposes of MoSL (Measures of Student Learning) revealed that 58% of Kindergarten students are meeting grade level proficiency versus 75% of First Graders, and 92% of Second Graders leading to 75% of students in grades K-2 meeting grade level proficiency. This trend in Kindergarten and Second Grade was similar to last year’s; however, a significant decrease was felt in the First Grade from 85% of students in June 2014 to 75% by June 2015. Root causes identified included the obliteration of extended day and the fact that MoSL book titles are more difficult than the regular TCRWP Running Records that are administered throughout the course of the year. Our priority need is to address the needs of at-risk students through frequent Guided Reading sessions that take place outside the literacy block.

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, K-2 at-risk students will receive scientifically research-based targeted reading instruction designed to remediate skill deficits resulting in 85% of students in grades K-2 meeting grade level proficiency as measured by the TCRWP Running Records.

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) <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> |
| <ul style="list-style-type: none"> • Guided Reading will be implemented for 20-30 minutes, 3 times a week using the F&P Leveled Literacy Intervention Program, a research-based program designed to target struggling students, including ELLs and SWDs. All out-of-classroom teachers and paraprofessionals will be assigned small groups. | <p>Struggling Learners/ Tier 2</p> | <p>9/15 – 6/16</p> | <p>RtI Coordinator</p> |
| <ul style="list-style-type: none"> • Professional development will be provided to support all staff develop proficiency with the implementation of the intervention program and instructional strategies. Collaborative planning time will be scheduled once a month on a Monday to develop lesson plans and materials in order to effectively implement this intervention program. | <p>Teachers and Paras</p> | <p>Ongoing</p> | <p>Principal, AP, SDC, RtI Coordinator</p> |
| <ul style="list-style-type: none"> • Parent workshops will be provided throughout the course of the year to develop awareness of strategies to support literacy at home. Reports of progress monitoring will be sent home. | <p>Parents of Struggling Learners/ Tier 2</p> | <p>11/15, 2/16, 5/16</p> | <p>Parent Coordinator</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>Administration, RtI Coordinator, teachers, paraprofessionals, SDC (Staff Development Committee) members, Fountas & Pinnell Level Literacy Intervention Program, STAR, prep schedule, schedule adjustments, teacher per session and per diem</p> | | | | | | | | | | |
| <p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p> | | | | | | | | | | |
| X | Tax Levy | X | Title I SWP | Title I TA | Title II, Part A | | Title III, Part A | | Title III, Immigrant | |
| | C4E | | 21 st Century Grant | SIG/SIF | PTA Funded | | In Kind | | Other | |

Part 5 – Progress Monitoring

| |
|--|
| <p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> |
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There will be 3 assessment administrations throughout the course of the year, in September in order to establish baseline data, in January and then again in May, using the STAR Reading Assessment from Renaissance Learning. Six data points will be collected in between assessment periods to monitor the progress of students. Small groups will be established and reestablished based on an analysis of data. We anticipate that approximately 25% of our students will be participating in the RtI Program from October 2015 through January 2016. By February 2016, we anticipate that number to be reduced by 5 percentage points.

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

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

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

Part 1 – Needs Assessment

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

Part 2 – Annual Goal

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

Part 3 – Action Plan

| <p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. | <p>Target Group(s) <i>Who will be targeted?</i></p> | <p>Timeline <i>What is the start and end date?</i></p> | <p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p> |
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Part 4 – Budget and Resource Alignment

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

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

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

Part 5 – Progress Monitoring

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

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

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

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

Part 1 – Needs Assessment

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

Our most recent Quality Review which was conducted in December 2014, indicated the following: 1. most classes strategically incorporate multiple entry points and high quality supports and extensions into the curricula so that all students including ELLs and SWDs are engaged in meaningful tasks; however, in some classes higher level students were not given extension activities; 2. some classes were marked by high-level questioning and student-to-student discussion; 3. Some classes did use questioning and effective assessment practices to check for student understanding; however, others were typified by spur of the moment assessments that didn’t allow the teacher to effectively make adjustments to meet all students’ learning needs. Root causes identified include the fact that our curriculum is new (ReadyGen and Go Math) as it was only two years ago that the DOE recommended that schools adopt the new curriculum. Therefore, even though teachers have been meeting to make strategic adaptations, it is a work-in-progress. In addition, we feel that the curriculum is not aligned to the new teacher evaluation. Our priority need is to analyze and modify our literacy units so that multiple entry points, particularly the extension activities, are well-crafted for our higher achieving students and that ongoing checks for understanding lead to lesson adjustments.

Part 2 – Annual Goal

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

By June 2016, 100% of teachers will have collaboratively analyzed and modified 4 literacy units of study in order to incorporate multiple entry points as informed by UDL, DI, and MI so that all students are intellectually engaged at the appropriate level of challenge.

Part 3 – Action Plan

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| <p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. | <p>Target Group(s) <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> |
| <ul style="list-style-type: none"> • Grade level teams will collaboratively engage in critical analysis of curriculum and make strategic adaptations considering students’ instructional needs to maximize content accessibility and student learning as well as utilize ongoing formative assessments (ongoing checks, conferencing, pre-assessments) to inform planning and instructional grouping. | All Students | Ongoing | Teachers |
| <ul style="list-style-type: none"> • Provide on-site and/or external learning opportunities for whole staff, teacher teams and individual teachers to increase awareness and skills related to UDL, DI and MI. | Teachers and paras | Ongoing | Administration, SDC |
| <ul style="list-style-type: none"> • Incorporate extension and enrichment activities into lessons in order to address the needs of high-achieving students. | High Achieving Students | Ongoing | Teachers |
| <ul style="list-style-type: none"> • Parents will be invited to attend Curriculum Night, publishing celebrations and workshops to increase awareness of literacy strategies that involve multiple intelligences | Parents | September | Administration, Parent Coordinator |

Part 4 – Budget and Resource Alignment

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|--|----------|---|--------------------------------|--|------------|--|------------------|--|-------------------|----------------------|
| <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>Administration, teachers, paraprofessionals, SDC (Staff Development Committee) members, google docs, Monday PD, schedule adjustments, teacher per session and per diem</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

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| <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>We should have 2 literacy units by January 2016 and have analyzed and revised student work in at least 2 cycles of inquiry by this time.</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 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

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| <ul style="list-style-type: none"> • Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data. • Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. |
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Part 2 – Annual Goal

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

Part 3 – Action Plan

| <p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. | <p>Target Group(s) <i>Who will be targeted?</i></p> | <p>Timeline <i>What is the start and end date?</i></p> | <p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p> |
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Part 4 – Budget and Resource Alignment

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

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

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

Part 5 – Progress Monitoring

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

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

Section 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.

The Framework for Great Schools Report released in June 2015 indicated that while 94% of the parents reported that they had an in-person parent-teacher meeting, only 76% expressed that they had communicated with their child's teacher about their child's performance and 49% that they volunteered time to support the school. Root causes identified include the need to delineate all of the ways in which parents can volunteer in the school within the context of the myriad of parent activities that are organized in the year. Our priority need is to survey the parents at the beginning of the year and have them sign-up in advance for the volunteer activity of their choice.

Part 2 – Annual Goal

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

By June 2016, the school will have strengthened the collaborative partnership with families and community, as measured by a 10% increase in the number of parents who volunteered time to support the school.

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 stronger family and community ties and to increase parent involvement in support of improved student outcomes. | 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? |
|---|--|---|--|
| <ul style="list-style-type: none"> • Create a survey at the beginning of the year delineating all of the activities that parents can volunteer for, including the specific assignment they will be required to do, to facilitate increased opportunities for participation and support | Parents | September through June | Administration and Teachers |
| <ul style="list-style-type: none"> • Send grade-level monthly newsletters to inform parents about the curricular programs' goals and activities | Parents | Monthly | Teachers |
| <ul style="list-style-type: none"> • Communicate via the website, email blasts about school events and activities | Parents | Ongoing | Administration, Pupil Accounting Secretary and Parent Coordinator |
| | | | |

Part 4 – Budget and Resource Alignment

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|---|----------|---|--------------------------------|--|------------|--|------------------|--|-------------------|----------------------|
| 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. | | | | | | | | | | |
| Administration, teachers, Tuesday schedule, schedule adjustments, teacher per session and per diem | | | | | | | | | | |
| 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

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| 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. |
| In order to maintain the 94% response rate of parents who reported having an in-person teacher meeting, we will be sending out a survey to gauge the usefulness of the systems and structures put in place in regards to parent-teacher meetings, academic progress reports, and accessibility to information through the website. In order to increase the rate of volunteerism, we will create a menu of parent volunteer activities and have parents sign-up for an activity of their choice in advance. By February 2016, we will have had 80% of parents volunteer in at least one school wide activity and hold a celebration in their honor. |

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) | Level 1 and 2 on Running Records of Literacy | Web-based program, thematic units | One-to-one and small group | Before and after school |
| Mathematics | Level 1 and 2 on end-of-chapter tests | RTI Resource: Reteach Teacher and Student Book | One-on-one, small group | During the school day |
| Science | Performance on key assignments | Computer program | One-to-one | During the school day |
| Social Studies | Performance on key assignments | Computer program | One-to-one | During the school day |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | Low performance across all subjects coupled with major event | Counseling services | One-to-one or small group | During the school day |

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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|--|---------------------------------|--|---|
| 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)

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| 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>Presently, all of our teachers are highly qualified. Our strategies and activities for recruitment, retention, assignments and support include the following:</p> <ul style="list-style-type: none"> • Attend job fairs • Utilize DOE Open Market system • Partner with Columbia University and New York University in order to advertise positions on their listserv in recruiting the best possible candidates • School Hiring Committee filters pool of candidates, schedules and conducts interviews • Demo lessons as part of the interview process • Teachers encouraged to pursue dual certification (Common Branch and TESOL) • Dual certified teachers assigned to teach ESL self-contained classes • Bilingual certified teachers assigned to teach in the Dual Language Program • Early Childhood certified teachers assigned to teach in the Pre-K Program • Cluster teachers certified in area of specialization (PE, Music, Theatre) • Teachers supported through ongoing PD provided in-house or outside the school in literacy, math, by the network, DOE offices, etc. |

2b. High Quality and Ongoing Professional Development

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| 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). |
|--|

Strategies and activities for high quality professional development for teachers, principal, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS) include the following:

→ Job-Embedded Models

- Peer Coaching, Mentoring
- Action Research
- Collaboration Around Student Work
- Reflective Practice
- Personal Learning Plan

→ Outside Knowledge Models

- Subject Matter Projects
- Network Conferences
- Webinars
- Professional Book Study

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.).

Our transition plan used to assist preschool children from early childhood programs to the elementary school program includes the following activities:

- Invite parents and their children to visit the school and the classroom to meet with the teacher the year prior to starting school
- Encourage parents to read with their children at night
- Mail out the “Ready for School!” poster during the summer so that parents can help prepare their child for starting school by having them conduct a daily activity beginning 14 days before school starts
- Send out First Day Letter written by teachers
- Schedule a Meet the Teacher Open House in early September
- Introduce Psychologist and Social Worker to 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.

Shared decision making is the 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. Having established an SDC (Staff Development Committee) comprised of the Principal, Assistant Principal, Literacy Coach, grade leaders and UFT Chapter Leader, the team is responsible for setting the educational agenda for the school, including those surrounding assessments. Shared decision making allows members of the school community to collaborate in identifying problems, defining goals, formulating policy, shaping direction and monitoring program implementation. The process requires analysis of information, the development of plans to address identified needs, and the creation and implementation of monitoring systems to evaluate procedures and results. Grade leaders solicit input from grade level colleagues for greater transparency and ownership.

4c. “Conceptual” Consolidation of Funds in SWP Schools

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

| Program Name | Fund Source (i.e. Federal, State or Local) | Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts) | Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan. | |
|------------------------|--|---|---|----------------------------------|
| | | | Column A Verify with an (X) | Column B Section Reference(s) |
| Title I Part A (Basic) | Federal | 119,265.00 | X | 5a,5c,5e |
| Title II, Part A | Federal | 68,595.00 | X | |

| | | | | |
|----------------------|---------|--------------|---|----------|
| Title III, Part A | Federal | 11,200.00 | X | |
| Title III, Immigrant | Federal | 0 | | |
| Tax Levy (FSF) | Local | 1,634,583.00 | X | 5a,5c,5e |

¹Explanation/Background:

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

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

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

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

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

P.S. 222Q – FF Christopher A. Santora School

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **P.S. 222Q – FF Christopher A. Santora 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 the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **P.S. 222Q – FF Christopher A. Santora 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 the school community;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

P.S. 222Q – FF Christopher A. Santora School

School-Parent Compact (SPC)

P.S. 222Q – FF Christopher A. Santora 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 on assessments.

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;

- notifying parents of the procedures to arrange an appointment with their child’s teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child’s class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

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

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

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

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

| Part A: School Information | |
|--|--------------------|
| Name of School: <u>FF Christopher A. Santora</u> | DBN: <u>30Q222</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 checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy |
| Total # of ELLs to be served: <u>60</u> |
| Grades to be served by this program (check all that apply): |
| <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 |
| Total # of teachers in this program: <u>3</u> |
| # of certified ESL/Bilingual teachers: <u>3</u> |
| # of content area teachers: <u>0</u> |

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _

P.S. 222 Title III Program provides English Language Learners (ELLs) with supplemental instruction in an After School ESL Program which will service ELLs in kindergarten, and grades 1 and 2 who score at the Beginning, Intermediate and Advanced levels on the NYSESLAT. Our school implements a Dual Language Program and a free standing ESL program.

The Kindergarten After School ESL classes will meet for a total of 26 sessions one day per week beginning January 2015 through April 2015 from 2:45 pm to 3:45 PM (1 hour). The Grades 1 & 2 After School ESL classes will meet for a total of 42 sessions two days per week beginning October 2014 through April 2015 from 2:45 - 4:00 PM 1-1/4 hours). Group size will be maintained at 20 students per teacher. There will be a total of one class for the Kindergarten After School ESL program servicing approximately 20 ELLs; and a total of two classes for the Grades 1 & 2 After School ESL program servicing approximately 40 ELLs. There will be 3 teachers, all of which are ESL or bilingual Spanish certified. The teachers will service students in the Dual Language Program and the free standing ESL program.

Our Title III teachers will collaboratively plan lessons for the After School Title III Program. We will use the following materials:

- Read, Reason and Write, a program by Continental Press designed to improve student performance in a number of key reading skills. Each book contains high-interest reading selections related to a given theme. These selections form the base for a range of reading comprehension and writing activities, including graphic organizers to help students sort out their thoughts. The reading selections found within the student books are organized in ascending readability levels, starting slightly below and building to a high on-grade level. This approach uses rigorous text to “stretch” students’ reading comprehension, as is required by state standards based on the Common Core. Additionally, the books come in multiple themes per grade level with a balance of fiction and nonfiction passages in order to motivate readers. Furthermore, each book contains two review lessons that require students to think about several selections at one time—synthesize, generalize, and conceptualize. Application of this type of higher-level thinking skill is a fundamental part of today's standards and the Common Core.
- Continental's New York ELLs, a program that provides practice in the various question formats of the 2015 NYSESLAT to help students transition to the NYS Common Core ELA Test. The lessons address the speaking, listening, reading, and writing language domains. Updates for Phase I NYSESLAT are covered, including a focus on academic content and items for the Common Core’s emphasis on reading for information. Within the lessons, one may find opportunities to engage in: response to graphic information; short passages; comprehension of dialogue and information; picture-based stories; listening for academic content; and fact-based essays.

Part C: Professional Development

Describe the school’s professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Part C: Professional Development

Begin description here: _

- Professional development will be coordinated by the SDC (Staff Development Committee) which includes the following staff members: Principal, Assistant Principal, Literacy Coach, UFT Chapter Leader, Grade Leaders for K, 1 and 2 at no cost to the Title III Program. This component will provide teachers with scaffolding and differentiated instruction strategies for teaching ELLs. Sessions will be facilitated by the Principal. Professional development will take place in four 2-hour sessions after school, and teachers will be paid per session. Facilitators will provide staff development at no cost to the program. Workshops will focus on:

Overview of Program - October 2014

Implementing the Read, Reason and Write Curriculum for ELL Success – November 2014

Integrating Technology to Enhance Learning - December 2014

- Preparing for the NYSESLAT with the New Yor ELLs Program - January 2015

Part D: Parental Engagement Activities

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

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

Begin description here: _

- We offer parent ESL classes in order to enhance the parents' English language skills. This program will meet for a total of 25 sessions one day per week beginning November 2014 through May 2015 from 3:15 pm to 4:15 PM. All parents of ELLs are invited and registration is handled by the Parent Coordinator at no charge to the program budget. There will be one ESL certified teacher to conduct the parent ESL classes. We will use the following materials to facilitate the acquisition of the English language so that parents can acclimate better into the mainstream community: Workplace Plus which encompasses a scientifically based, peer-reviewed program based on studies of ESL pedagogy, as well as standards for adult ESL education developed at the national level.

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 | _____ | - |

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. |
|---|-----------------|---|
| development contracts. | | |
| Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • 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 30 | Borough Queens | School Number 222 |
| School Name FF Christopher A. Santora School | | |

B. Language Allocation Policy Team Composition

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

| | |
|---|---|
| Principal Yvonne Marrero | Assistant Principal Rossana Awais |
| Coach Irene Zajac | Coach |
| ENL (English as a New Language)/Bilingual Teacher Khrystyna Mokrytska, ENL | School Counselor |
| Teacher/Subject Area Denys Pena, DL | Parent |
| Teacher/Subject Area | Parent Coordinator Betty Benitez |
| Related-Service Provider Nelly Vargas | Borough Field Support Center Staff Member |
| Superintendent | Other (Name and Title) |

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 | 3 | 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 | 3 | 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] | 1 | Number of special education teachers with bilingual extensions | 0 |

D. Student Demographics

| | | | | | |
|--|------------|----------------------|-----------|---|--------------|
| Total number of students in school (excluding pre-K) | 246 | Total number of ELLs | 57 | 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 type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <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 checked="" type="checkbox"/> | No <input type="checkbox"/> | If yes, indicate language(s): Spanish |
| 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 |
| Dual Language | 1 | 1 | 1 | | | | | | | | | | | 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 | 57 | Newcomers (ELLs receiving service 0-3 years) | 57 | ELL Students with Disabilities | 3 |
| SIFE | 0 | Developing ELLs (ELLs receiving service 4-6 years) | | Long-Term (ELLs receiving service 7 or more years) | 0 |

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

| | ELLs by Subgroups | | | | | | | | | Total |
|--------------|---|------|-----|---|------|-----|--|------|-----|-------|
| | Newcomer ELLs (0-3 years of service) | | | Developing ELLs (4-6 years of service) | | | Long-Term ELLs (receiving 7 or more years of service) | | | |
| | All | SIFE | SWD | All | SIFE | SWD | All | SIFE | SWD | |
| TBE | 0 | | | 0 | | | 0 | | | 0 |
| DL | 20 | | | 0 | | | 0 | | | 0 |
| ENL | 37 | | 3 | 0 | | | 0 | | | 0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

| | K | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | | 8 | | TOTAL | |
|--------------|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-------|----|
| | ELL | EP | ELL | EP |
| SELECT ONE | 9 | 14 | 8 | 23 | 3 | 13 | | | | | | | | | | | | | 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):
40

Number of students who speak three or more languages: 1

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 | 8 | 18 | 7 | | | | | | | | | | | 0 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | 2 | 1 | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | | | | | | | | 0 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other NE | | 1 | 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 | 0 | | | | | | | | | | | 0 |
| Emerging (Low Intermediate) | 2 | 0 | 0 | | | | | | | | | | | 0 |
| Transitioning (High Intermediate) | 6 | 1 | 0 | | | | | | | | | | | 0 |
| Expanding (Advanced) | 22 | 11 | 5 | | | | | | | | | | | 0 |
| Commanding (Proficient) | 7 | 8 | 6 | | | | | | | | | | | 0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

FORMER ELLS BASED ON REVISED EXITING CRITERIA

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

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

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

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

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

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

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
We use the TC running records to assess the early literacy skills of our ELLs. An analysis of end-of-year data collected in June 2015 revealed that 51% of our ELLs in grades K-2 (36 students), are reading below grade level. As a result, we will be implementing guided reading and small group instruction to support this population of students. In addition, these students will be invited to attend the RTI Program before-school as well as the after-school program.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
The data patterns across performance levels on the NYSITELL and NYSESLAT show that 50% of our students reached the Expanding level of proficiency, 12% reached the Transitioning level of proficiency, and 6% and 7% reached the Emerging and Entering levels of proficiency, respectively. 30% of our students (21 students) reached the Commanding level of proficiency in the NYSELAT Administration this past Spring 2015. Taking out the discharged students, this year we have: 6 students at the Emerging performance level, 5 students at the Entering performance level, 10 students at the Transitioning performance level, and 36 students at the Expanding performance level for a total of 57 ELL students.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Our school does take a look at the Annual Measurable Achievement Objectives set forth by the SED. The data revealed that we did meet the objectives set for 2014-2015. For our AMAO #1, according to the NYSESLAT data from Spring 2015, 75% of our ELL's advanced at least one proficiency level and according to the NYSESLAT data from Spring 2014, 72% of our ELL's advanced at least one proficiency level.
For our AMAO #2, according to the Spring 2015 NYSESLAT data 30% of our ELL's attained English Language Proficiency.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.

c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

In our Dual Language classes, 40% of our students are at the Expanding performance level. In our ENL classes, 73% of our students are the Expanding performance level. Hence, we see a greater range of performance levels in our Dual Language classes versus our ENL classes. For the most part, our ELLs are fairing better in tests taken in English. The School Leadership Team and teachers use the results to group our students for instruction as well as to establish programs and identify resources such as the I-Station and the Fountas-Pinnell Leveled Literacy Intervention System to supplement the core instructional program.

Our ELLs need support with vocabulary development and therefore teachers are front-loading vocabulary during literacy instruction. Our teachers and paraprofessionals are providing simultaneous translations of task assignments in the native language during instruction.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5).

[Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

Our students are benchmarked in reading using TC running records. Students who score in Levels 1 or 2 are automatically placed in the RTI program for supplemental instruction in reading three times a week for 30 minutes using the Fountas and Pinnell Leveled Literacy Intervention Program. These students also complete a diagnostic assessment in order to provide teachers with additional information regarding students' specific needs so that instruction is targeted. Progress monitoring is scheduled once a week for Level 1 students and bi-weekly for Level 2 students. Students are also invited to our before-school remediation program using a web-based literacy program, iStation.

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

The parents are given an option during the first 10 days of new student enrollment as to which program they would like their child to be enrolled in. They are shown a DOE video explaining the different program options. Parents then elect which program they want their child to be enrolled in. The LAB-R and NYSITELL results are also used to ensure proper student placement. All content area teachers use visual aides, TPR and other ESL methodoliges to ensure that students are building English Language skills.

Teachers in the DL and ESL programs have a deep understanding of the role that a child's second language development plays in instructional decisions. To that end, students receive appropriate scaffolds including questions and assignments in small groups at the appropriate level of challenge based on English proficiency level, and simultaneous translations are provided to individual students particularly in the ESL program, as needed.

In addition, our ESL self contained program, instruction us in English, and classroom represent the languages of our students. Our DL classes have classroom libraries in both English and Spanish, as well as word walls in both languagues. Our ELLs are supported through the use of age-appropriate and grade level materials.

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?

a. In our DL program, English Proficient Students (EPs), are assessed using the SISTEMA DE EVALUACIÓN DE LA LECTURA.

This is the Spanish version of the TC Running Records. After a child is assessed the teachers use the TC Benchmarks to analyze the data.

b. The proficiency level in the target language for our EPs is as follows:

In kindergarten 8 students are entering and 4 students are emerging.

In First Grade 2 students are expanding and 13 are commanding.

In Second Grade 2 students are transitioning and 2 students are expanding.

c. N/A Our students are not required to take any State and City Assessments because we are a K-2 school.

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

We evaluate the success of our programs for ELLs through teacher observations, student portfolios, TC running records five times a year, NYSESLAT data, and the MOSL Math and Performance Tasks for ReadyGen and Go Math.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

At enrollment, our trained staff meet with the parents and the student after the parents fill out the Home Language Identification Survey (HLIS) to determine the home language; in other words, the home language is determined based on a combination of the interviews with the parent and student and responses to the questions on the HLIS. Parent volunteers from our PTA are available to assist the parents with native language support. In addition, the Translation and Interpretation offices are contacted to provide translation services. For students whose home language is not English, we administer a more in-depth interview that includes an informal screening in order to determine if they are eligible to take the NYSITELL. Once the student is deemed eligible, Harriet Berson administers the NYSITELL and then we scan the scores into ATS within 10 days of enrollment. If students do not pass the NYSITELL, then the ELLs who indicated a home language of Spanish are administered the Spanish LAB during initial enrollment. Results are also scanned accordingly. Once students have been identified as ELLs, parents are informed of the results of the NYSITELL and ELL status within five days of enrollment using standard parent notification letters in the parents' preferred language, and are invited to come in for a program orientation which includes a parent video available in their native language. Our trained staff includes Harriet Berson, ELL Coordinator, an f-status teacher with over 25 years of experience, and Irene Zajac, Literacy Coach, a dually certified teacher, who serves as our Literacy Coach and UFT Teacher Center Specialist.

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).

P.S. 222 is an early childhood school servicing students in grades Pre-K to 2. Therefore, there are no SIFE students enrolled in the school.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

For newly enrolled students with IEPs, the LPT (Language Proficiency Team) meets to determine if the child is eligible to take the NYSITELL. This team is comprised of the following members: Principal; Nelly Vargas, Speech Therapist; Dale Bennett, Special Education Teacher and RtI Coordinator; and the parent of the child. When an interpreter is needed, parent volunteers are sought. The LPT reviews the HLIS, student use of the language in different settings as well as results on the individual evaluation of the student and the child's IEP, if available. The parents then have 20 days to accept or reject the LPT recommendation. When the parents accept the LPT recommendation, the child is placed for ELL services within a day. This process enables us to determine if the child's disability is impacting on his/her ability to demonstrate proficiency in English or if in fact the child has a need for state-mandated services for ELLs.

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.

Harriet Berson, ELL Coordinator, is responsible for distributing entitlement and non-entitlement parent notification letters, utilizing the HISE report from ATS which includes the NYSESLAT scores, NYSITELL and/or Spanish LAB-R results. Entitlement letters are addressed to the parents of each child and sent home with the child within 5 days of ELL determination. The Parent Survey and Program Selection Forms are given at registration (for new students). Parents fill out program selection forms during the ELL Parent Orientation. If parents are unable to attend the orientation, a follow-up meeting is conducted by trained staff in charge in order to ensure all program selection forms are returned. Records are properly maintained in the school and these letters are copied and placed in both a binder that is kept in the Principal's office and in the students' cumulative record. Similarly, placement letters are distributed and maintained in the same binder with copies placed inside the students' cumulative record.

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

Parents are notified by Harriet Berson, Testing Coordinator, that they have a right to appeal ELL status within 45 days of enrollment during the orientation in their preferred language if available or translation services are sought. In addition, parents are also notified of their right to appeal ELL status from the entitlement and nonentitlement letters. (copies of which are kept in an ESL binder.) Should they believe that their child has been misidentified as an ELL, they must send a written request to the Principal to initiate the Re-identification Process. After trained staff reviews all of the documents related to the initial identification as well as student work, if available, then a parent consultation meeting is scheduled. Afterwards, school-based assessment data is reviewed, and a recommendation is made to the Principal. Written notification of the decision in the parent's preferred language is sent to the parent. The recommendation along with relevant document is sent to the superintendent for final decision. Superintendent's decision is sent to the Principal, parent/guardian, and student. Only in situations where the child was not administered the NYSITELL initially, can the child be administered the NYSITELL.

Letters mailed out to parents are copied and placed in an ESL binder, filed in alphabetical order. The binder is located in the principal's office. The letters are kept for 2 years.

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.

Parents are notified by Harriet Berson, a common branch certified teacher, about their child's eligibility for ELL services and invite them in to a parent orientation in the parents' preferred language. At the parent orientation, we show the Parent Orientation video which explains the three program options (TBE, DL and ENL) and is available in 13 languages. Staff members who are coordinating

the orientation maintain attendance records as well as information on the languages used. During the orientation, Harriet Berson, a common branch certified teacher for 35 years, provides parents information on our standards-aligned curriculum and assessments. Brochures about our programs with goals and requirements are also shared. After the video presentation, parents are asked to fill out the Parent Survey and Program Selection Form in the parents' preferred language in order to indicate a program choice. Parents are given 5 days in which to complete and sign/return the forms. If they fail to do so, the child will be placed in a bilingual program if one exists at the school; otherwise, the child will be placed in an ENL class. As forms are turned in, parent choice is entered in the ELPC screen in ATS.

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

At registration the parents are invited to view the video. At that time parents are given and ask to complete the Parent Survey and Program Selection form in their preferred language if available. They are returned immediately to Harriet Berson. After the forms are collected, they are reviewed by the principal and then stored in the ESL data binder that can be found in the principal's office. The Parent Coordinator follows up with the parents via phone to ensure that Parent Surveys and Program Selection forms are returned in a timely manner.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. Our trained pedagogues who deliver the Parent Orientation work closely with the Parent Coordinator and they check off the names of the parents who completed and returned the Parent Survey and Program Selection forms in their preferred language if available immediately after the orientation. Parents who do not return these forms are noted on a list and given to the Parent Coordinator so that she may reach out to the parents, until they submit the forms. Daily updates are emailed to the trained pedagogue, the Pupil Accounting Secretary, with a copy to the Principal. Updates are made daily on the ELPC screen through the eighteen school calendar day after initial enrollment.
9. Describe how your school ensures that placement parent notification letters are distributed. Placement letters are sent in the parents' preferred language indicating the program in which their child has been placed by Harriet Berson, Testing Coordinator.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). Information is retained in a binder in the Principal's Office as well as in the child's cumulative folder. The information in the binder is updated and maintained by Harriet Berson. All staff and the pupil personnel secretary have access to the ESL data binder.
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.

Every year in the spring, the ATS report RCRL is ran to determine which students are eligible to take the NYSESLAT. In addition, teachers involved with testing receive the Testing Handbook so that they may review it as well as all of the questions prior to administering the test. The NYSESLAT is administered by our ENL and Dual Language teachers. They administer the writing, reading and listening portion of the test; while Harriet Berson, Testing Coordinator, administers the speaking section individually to our students in the library. Additionally, in monolingual classes where there are few ENL students, Ms. Berson administers the test in a separate location to those specific students. All teachers receive an envelope for each part of the test. The envelope states the test component, the number of students in the class. They must count booklets, sign the test security form prior to and after administering the NYSESLAT. Teachers indicate which students are absent on the front of the envelope. Harriet Berson follows up by testing the absentee students to ensure that all components have been administered.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. During the summer, we review NYSESLAT data and chart student performance across the five performance levels to ensure that we account for all of ELLs. On the first day back, parents are sent a continued entitlement and transitional support letter informing them of the ELL services that their child will continue to receive in the parents' preferred languages by Harriet Berson, Testing Coordinator.
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).

An analysis of the Parent Survey and Program Selection forms revealed that the trend in program choices that parents have requested are 65% for the ENL program vs. 35% for the Dual Language Program. None of the parents requested a TBE program in the survey. The program models offered at our school are aligned with parent requests.

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.

Our ELL students are heterogeneously grouped by grade level. Entering and Emerging ELLs receive 180 minutes of standalone ENL. For integrated ENL, our students receive 180 minutes of instruction by the classroom ENL teacher, who is also a certified content area teacher.

Transitioning and Expanding ELLs receive 90 minutes of integrated ENL and 90 minutes of flexibility by the classroom ENL teacher, who is also a certified content area teacher.

Commanding/Proficient students receive 90 minutes of integrated ENL/ELA by the classroom ENL teacher, who is also a certified content area teacher.

Differentiated instruction and scaffolding strategies are used to ensure academic success. Scaffolding strategies make use of visuals and graphics during group activities where children learn cooperatively from each other. Students also reinforce their learning through hands-on activities.

b. TBE program. *If applicable.*

We do not currently have a TBE program.

c. DL program. *If applicable.*

Students are heterogeneously grouped in our DL program and receive content area instruction in both the home language and in English. An ENL and home language arts component is in place to develop skills across all four modalities. Our school uses the alternating-day model in which content used for content areas alternates from day to day. Differentiated instruction and scaffolding strategies are used to ensure academic success. Scaffolding strategies make use of visuals and graphics during group activities where children learn cooperatively from each other. Students also reinforce their learning through hands-on activities. We endeavor to have 50% ELLs and 50% EPs; however, it is not always possible.

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)?

For our ENL classes, instructional minutes in ENL, ELA and HLA are explicitly noted on the program cards of the teachers in charge of the ENL and DL classes. Students at the Beginner/Entering and Low Intermediate/Emerging levels receive 360 minutes of ENL services. Students at the Advanced/Expanding Level receive 180 minutes of ENL services. Students at the Proficient/Commanding level receive 90 minutes a week of ENL services.

In our Dual Language program, Native Language Arts is delivered on alternating days (2 days one week, 3 days the following week). Students receive 180 minutes of standalone ENL and 180 minutes of integrated ENL/ELA and 90 minutes of ENL in the content area of math.

For our DL classes, language of instruction alternates by day, and an ENL and home language arts component is in place to develop skills across all four modalities (listening, speaking, reading and writing).

All of our former ELL's are in classrooms with a certified ESL teacher.

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

In the ENL program, the instructional approaches that we use to teach the content areas to our ELL students are effective and are research-based. Research shows that language learning and literacy learning are interrelated. They are both developmental, cognitive processes that promote the acquisition of the four skills: listening, speaking, reading and writing. Before planning the learning experiences for ELLs, our teachers also use formal and informal assessments to learn their level of English language proficiency and their current levels of knowledge and skills in literacy and the content areas. The use of whole group and small group direct teaching is pervasive in all our ELL programs, and it is scaffolded by the following practices during content area instruction:

Activating students' prior knowledge on a given topic.

Explicit modeling of a strategy through mini lessons using well illustrated texts.

Introduction of new vocabulary through actions, gestures, pantomime and pictures (Total Physical Response)

Using prefixes, suffixes, and root words to figure out the meaning of new vocabulary words.

Interactive word walls with pictures, definitions, and examples for each word.

Use of graphic organizers, charts, and rubrics to aid comprehension.

Use of repetition, restatements, periodic summaries, and paraphrasing to clarify the learning experience.

Speaking in relatively short sentences and using key words in giving directions.

Creating task flow charts with illustrations to help monitor learning.

Allowing students to try out a modeled strategy through turn and talk sessions or think-pair share sessions.

Re-teaching and reinforcing strategies through strategy groups.

Sharing of student use of strategies through mid-workshop interruptions and share sessions.

For our Spanish speaking students the use of cognates is utilized to support Native Language Arts in the content areas.

The DL program integrates ELLs with English proficient speakers so that all students develop second language skills while acquiring content area knowledge in both languages (English and Spanish). Both groups serve as language models for each other, and through their interactions, they experience growth in both languages. Students are expected to build academic skills in their native language and transfer these skills to the English language. It is important to note that our Dual Language program begins in Pre-K with one class (one of the two Pre-K classes) devoted to learning in both English and Spanish. Students in the Dual Language program K-2 receive 50% of instruction in English via the rollercoaster model; one day in Spanish and one day in English. Therefore the content areas are addressed in both languages on alternating days. For materials our current reading program ReadyGen is content area based. Students are learning about a variety of science and social studies topics in a literacy setting. For the DL classes, Calle de la Lectura (Reading Street) is also used to support Native Language Arts in the content areas. The ReadyGen program is aligned to the CCLS and offers support for the ELLs.

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

In our DL program, students are assessed using the SISTEMA DE EVALUACIÓN DE LA LECTURA. In addition, newly admitted Spanish entitled students are given the LAB-R in Spanish to determine native language level of literacy.

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

Our literacy program, ReadyGen, addresses the needs of ELLs in various ways. Students' listening, speaking, reading and writing modalities are strengthened through the following components: read aloud, close reading, text vocabulary conversation and small group and writing instruction. Scaffolding strategies are incorporated in order to make the content accessible to our ELLs. End-of-unit assessments enable teachers to evaluate English acquisition and gauge academic progress for students under their charge.

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

a. In as much as we are a Pre-K to 2 school, we do not have SIFE (students with interrupted formal education). In the event that SIFE students were to be enrolled, our SIFE plan would emphasize:

The use of a strong, researched-based Foundations program to teach students the phonemic principles of the English language through themes, big books, large picture letter cards, games, songs and nursery rhymes using a multi-sensory approach. Individual and small group instruction through our AIS staff to fill in the gaps in their education using such programs as Fountas and Pinnell Level Literacy Intervention and iStation and rich just-right leveled multi-cultural classroom libraries.

The implementation of ReadyGen program's ELL component that supports the learning the style of our SIFE students.

b. Newcomer ELLs who enter in kindergarten and first grade are afforded the same level of excellent education by our certified ENL teachers. In addition, students are offered a seat in our morning program, extended day program and our after school program. Newcomer ELLs who enter in second grade receive extra support to catch up in reading, math, and English.

c. For ELL students receiving 4 to 6 years of service, students are offered a seat in our morning RtI program, extended day program and our after school program.

d. N/A

e. Former ELLs receive an additional two years of ENL support. No specific testing modifications are needed, since our students do not take any state or city assessments. Students are given extra time during performance tasks, as well as End of Unit Assessments and the directions are read twice to them.

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.

For the past six years, we have never had to go through a re-identification process. If we were to go through this process, once a written request was received, our testing coordinator Harriet Berson, who also manages the initial identification process, within ten days would review all related documents and re-administer the NYSITELL. Then the principal and testing coordinator would consult with the parents to determine the best program model for the child.

Tracking of student reading levels, math data and writing data allows students who are re-identified to not be adversely

affected. Implementing best practices such as differentiated instruction and scaffolding strategies such as picture vocabulary connections, use of technology and music, and role playing. Smart boards are installed in all classrooms and teachers receive on going professional development on how to use smartboard technologies in the classroom on a daily basis in all content areas. The ReadyGen program provides students with grade level materials across the science and social studies content areas including leveled books, big books and authentic grade level complex texts ensure that all students including SWD, ELL's, re-identified ELL's, are provided with access to academics in the content areas and acceleration in English language development. In addition, the FOSS kits, McMillan McGraw Hill for Science and Houghton Mifflin for social studies are used in both program models to deliver content area instruction. In addition, our teachers meet collaboratively to develop curriculum maps, design lesson plans, and create instructional materials. They also engage in inter-visitations and provide feedback to one another on what rigorous instruction looks like in the classroom.

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?

The instructional strategies for our ELL/SWD students are differentiated instruction and scaffolding strategies such as picture vocabulary connections, use of technology and music, and role playing. Smart boards are installed in all classrooms and teachers receive on going professional development on how to use smartboard technologies in the classroom on a daily basis in all content areas. The ReadyGen program provides students with grade level materials across the science and social studies content areas including leveled books, big books and authentic grade level complex texts ensure that ELL/SWDs are provided with access to academics in the content areas and acceleration in English language development. In addition, the FOSS kits, McMillan McGraw Hill for Science and Houghton Mifflin for social studies are used in both program models to deliver content area instruction. With the RSPD report, that details our ELL/SWDs, we are able to assure these students all the services that they need are provided to them. Our teachers are licensed in Bilingual and ENL. We also provide a Spanish speaking Paraprofessional for those students. To ensure that ELL/SWDs whose IEP mandates bilingual instruction, we currently have bilingual speech therapists, occupational therapists and physical therapists to provide the appropriate instruction.

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?

Flexible programming is in place across all grades K-2. In several classes we currently have 75 students who have been mainstreamed; therefore, they receive all of their content areas in the general education setting with a SETSS teacher available for support. In addition, we also have several grade 1 and grade 2 ELL/SWD students who have been mainstreamed into the ENL classes for at least 2 periods a day for literacy keeping with their IEP goals. We currently do not have ICT classes in our school, however in the event that we do, students will be appropriately placed according to the ICT model of 60% general education students and 40% ELL/SWD students.

Chart

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

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

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

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



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

Chart

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

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

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

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

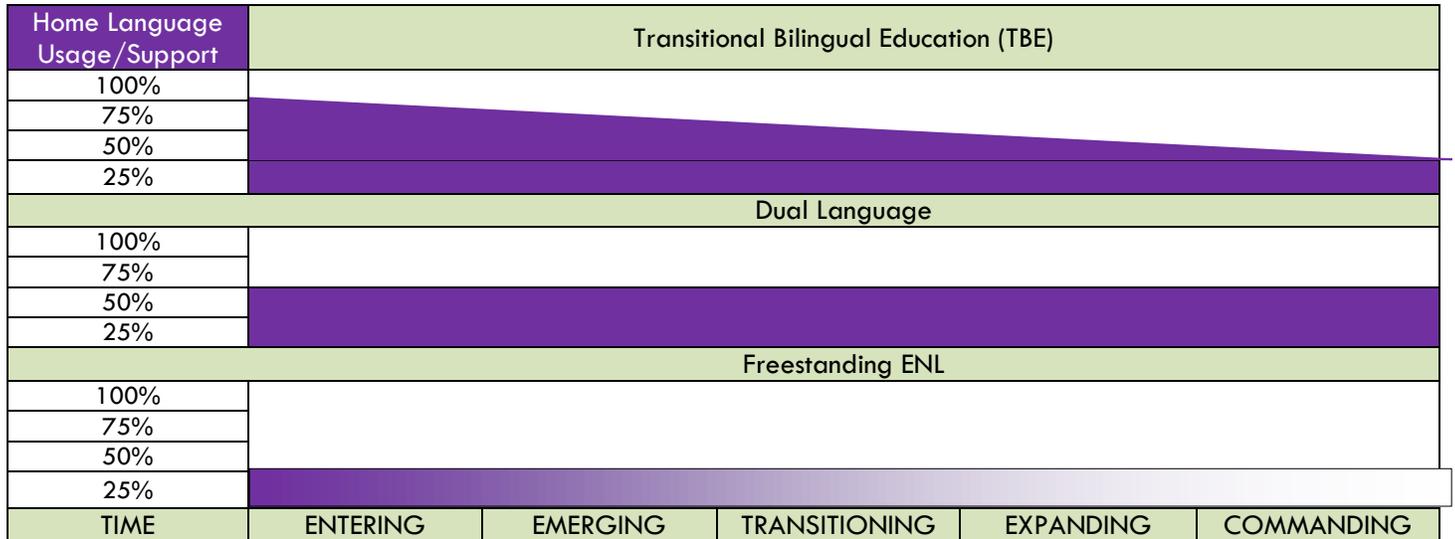


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. In regards to our intervention services, we have an AIS/SETTS Teacher who provides intervention services for kindergarten through second grade students, including ELLs and SWDs through the use of Rtl Morning Program using Star Literacy, KidsA-Z, Fountas and Pinnell Level Literacy Program and digital access for Go Math. All these programs use English as the language of instruction. We also have a part time AIS/reading intervention teacher who provides additional support for our ELLs in reading. In addition, all classroom teachers use guided reading on a daily basis to target our ELLs K-2 who show a specific need in reading and writing skills as shown through the results of the TC Running Records, Star Literacy (comprehension, vocabulary, phonics, phonemic awareness, fluency) and results from the Spring NYSESLAT. In mathematics, social studies and science, the activity for each lesson is differentiated based on ability and language while the overall goal is the same for all students. The native language is used primarily in the dual language classes as a source for intervention, in addition to using picture cues, TPR activities and Spanish cognates to support learning in ELA, math, science and social studies.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development. For ELLs reaching proficiency on the NYSESLAT, they receive transitional support from our ENL teachers through the RTI morning program and the after-school program with a certified ENL teacher. We're presently implementing the Common Core Learning Standards and all students including our ELLs will be expected to complete CCLS aligned tasks in both ELA (5) and math (10) by June 2016. Teachers receive a letter from the testing coordinator that has been approved by the principal of all the eligible ELL students and level of proficiency for each one. If there are any changes, ie discharges, new admits, transfers, teachers are immediately notified in writing of the changes and updates. In ELA, ReadyGen modified reading assessments are given at the end of a reading unit (approximately 4 times a year). Students are asked to respond to prompts for both fiction and nonfiction texts based on the reading skill that they were taught during the unit. For our Zaner-Bloser writing program students are given a pre and post on demand writing assessment (3 for each) that assesses for specific writing and language skills for the 3 different kinds of writing genres. Individual running records are conducted 5 times a year. These assessments track student's reading levels. In mathematics, Go Math, students are given an end of chapter test, a mid year and end of year culminating assessments. In addition, students are required to complete word problem tasks that are graded against a rubric. In the area of science and social studies, we use teacher created materials, lessons, units of study and the FOSS kits. Students are assessed using a variety of methods; ie end of unit test, performance on a task, completion of project, and Science Fair participation. The data is reviewed and reflected upon on a regular basis. The entire school community is given an assessment calendar at the beginning of the year, so that teacher teams may plan what, when assessments are being given. This supports collaboration and encourages teachers to meet during common planning time, Monday and Tuesday afternoons. Once the data is reviewed teachers go back to their curriculum calendars and make appropriate adjustments to their lessons to address any needs that may arise as a result of the data examination.
12. What new programs or improvements will be considered for the upcoming school year? ELLs participate in our RTI morning program, using I-Station, our Schoolwide Enrichment Model (SEM), Extended Day, and After-School programs. Our Title III program provides ELLs with supplemental instruction in an After School setting servicing ELLs in first and second grades. Our morning program is using I-Station, while our After School Program is using the Read, Reason and Write Program from Continental Press. We intend to continue with the use of these programs to achieve the results intended.
13. What programs/services for ELLs will be discontinued and why? There are no programs that currently fit this category.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building. All of our ELL students are taught the same curriculum that the rest of the school follows (Go Math, ReadyGen Reading, Zaner-Bloser Writing, Foundations, teacher created science and social studies curriculum). Some of our ELL's are involved in the Rtl program (depending on their reading level - only our struggling students participate. So if an ELL is a struggling student then they are part of the Rtl program.) ELL students also participate in our speciality classes which include Theater, Physical Education and Music program. All of our students and parents (general Ed, ELLs and SWDs) are invited to be part of our After-School programs. Letters are sent home in the preferred parent language. They are able to choose whether they want their children involved in these extra activities. Classroom teachers encourage our parents to involve their children in these programs. Our school currently offers an after school ESL program and an enrichment program, SEM, on Fridays, that is offered in three cycles of 10 weeks, with each cycle targeting all students in a specific grade. Some of the activities for SEM include Zumba Kids, Drawing from Life and Color, Shape Collages, Brazil, Play-Doh and Clay Engineers and Kiddie Boot Camp.

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.
- Smart boards are installed in all classrooms and teachers receive on going professional devleopment on how to use smartboard technologies in the classroom on a daily basis in all content areas.
- We are using ReadyGen in reading, Zaneer Bloser in Writing and Go Math programs. Teachers and students have access to the digital Go Math online version, available in both English and Spanish, to support learning (online videos to reinforce math topics, online manipulatives that all students can access to assist in completing homework assignments). For ReadyGen, text collections have been uploaded to google docs so that all students can access grade level complex text. Supplemental reading for guided reading groups during class and during the RtI period we use Fontas-Pinnell Leveled Literacy Program. The ReadyGen program provides students with grade level materials across the science and social studies content areas including leveled books, big books and authentic grade level complex texts ensure that ELL/SWDs are provided with access to academics in the content areas and acceleration in English language development. In addition all our students have access to the KidsA-Z online reading program for additional support. Students and parents have home access as well. Training was given to our parents in their preferred language if available, on how to access the KidsA-Z program.
- We also have an online subscription to BookFlix that supports reading aloud in both English and Spanish.
- In addition, the FOSS kits, McMillan McGraw Hill for Science and Houghton Mifflin for social studies are used in both program models to deliver content area instruction. Teachers also use Pebblego, an online science and social studies database for research. For our ELL after school program we are using Language Power by Teacher Created Materials, a program specifically made to target ELL students.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
- In order for students to succeed in the acquisition of any language, we must ensure that there is transference of skills from their native language to English. Prior to beginning any new unit of study, our ENL teachers build background knowledge. With this knowledge we are able to scaffold learning and introduce our students to hands-on real life experiences. One example of using native language skills is since the majority of our students are of Hispanic heritage, we are able to use their native language as a tool for instruction. Academically we show them the similarities of words in Spanish and English. Cognates are words that have similar pronunciations and spellings in both languages, and frequently have the same meaning (i.e. la musica/music, las ciencias/science, el papel/paper). We take neighborhood walks and talk about the ethnic culture that surrounds us.
- In our DL classes, 50% of instruction is in Spanish, and 50% in English; the rollercoaster model; one day English, one day Spanish. In ENL, instruction is in English, but are teachers and paraprofessionals help students using their native language during lessons to help support them with their tasks. Cuaderno de lectores y Escritores is used in all the DL classes K-2, the Go Math program in available in both English and Spanish. For Ready Gen, when a anchor text is available in Spanish the teachers use the Spanish title, otherwise they translate the anchor text and use a comparable text to teach the Spanish lessons.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
- We use several reports to ensure that all students receive the mandated services for their English proficiency level. Those reports include the RLER and RELL. Once students have been identified, they are placed in the appropriate age and grade level class. . Grade level support and resources are available in all classes in all content areas including leveled books that ensure that they are provided with access to academics in the content areas and acceleration in English language development.
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).
- Newly enrolled students are given the LAB-R to determine their placement at the beginning of the school year. The newly enrolled students are given a tour of the school conducted by our Parent Coordinator, including the child's the classroom, the multipurpose room (this is where the students eat lunch and have their physical education class). During the school year, we conduct a Family Literacy, coordinated by the Literacy Coach and Math Nights, coordianted by the Assistant Principal, as well as hold a Scholastic Book Fair, facilitated by the parent coordinator, with books for our students in English and Spanish.
19. What language electives are offered to ELLs?
- Our DL program is conducted in English and Spanish.
20. For schools with dual language programs:
- What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - In which language(s) is each core content area taught?
 - How is each language separated for instruction?
 - Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

In our DL Program, language instruction is delivered on alternate days in the targeted language. EPs and ELLs are integrated during the course of the day. Content areas are taught in both English and Spanish on alternate days in keeping with the self-contained model of Dual Language. Literacy is taught simultaneously with concepts building on one another, independent of language instruction, so that both EPs and ELLs are taught in their target language 50% of the time.

B. Professional Development and Support for School Staff

- Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
All personnel, teachers, paraprofessionals, and our Parent Coordinator, who work with ELLs are offered the opportunity to participate in workshops and professional development offered through the Department of Education Office of English Language Learners. Our district support team presents professional development and workshops focused on all teachers working with ELLs in enhancing language proficiency. In addition, all teachers have been provided with workshops for our new reading program, ReadyGen, and our new math program, GoMath. The coaches at P.S. 222Q are instrumental in organizing and delivering weekly professional development connected to best practices in literacy, math, and technology instruction. Agendas and sign-in sheets document staff participation in keeping accurate records to ensure all staff meets the minimum number of hours of ELL training. We maintain a listing of PD sessions attended by each staff member, which is kept in a binder. In addition, our ENL and DL language teachers turn-key information they have received at grade conferences. During our inquiry time, our teachers are involved in cycles of learning to explore teaching practices that provide access to the content and thereby support the academic growth of all of our students. This work is connected to the Danielson Framework and our CCLS-aligned curriculum.

P.S. 222

Professional Development Plan

| Date | Focus |
|----------------------------|--|
| September 8 (Welcome Back) | Staff Handbook & Administrative Binder Overview, Chancellor's Regulations, CEP Goals |
| September 21 | Planning the First Cycle of Learning – Ms. Marrero |
| September 28 | Rtl – STAR Reading and STAR Early Literacy Introduction – Ms. Marrero |
| October 5 | Cycle 1 Begins |
| October 19 | Cycle 1, Session 2 |
| October 26 | MOSL Math Scoring K-2 |
| November 2 | Cycle 1, Session 3 |
| November 3 (Election Day) | Epi Pen Training – Ms. Campbell, School Nurse |
| November 9 | Cycle 1, Session 4 |
| November 16 | Cycle 1, Session 5 |
| November 23 | Cycle 1, Session 6 |
| November 30 | Looking at Data |
| December 7 | Share Fair |
| December 14 | Planning and Preparation Literacy |
| December 21 | Planning and Preparation Math |
| January 4 | Cycle 2 Begins |
| January 11 | Cycle 2, Session 2 |
| January 25 | Cycle 2, Session 3 |
| February 1 | Cycle 2, Session 4 – Plan intervisitation schedule |
| February 22 | Mid-Year Math Assessment Data Analysis |
| February 29 | Cycle 2, Session 5 |
| March 7 | Cycle 2, Session 6 |

Learning Environment Survey Safety: Door Alarms, Safety Video, De-escalation

September 21 Planning the First Cycle of Learning – Ms. Marrero

Rtl – STAR Administration Timeline – Ms. Marrero

408 Documentation – Ms. Bennett and Ms. DiBari

September 28 Rtl – STAR Reading and STAR Early Literacy Introduction – Ms. Marrero

(Review Pretest Instructions; Who can take the STAR Reading and the STAR Early Literacy tests?; Tour of the Home Page; Marking Periods; Screening, Progress Monitoring and Intervention (At/Above Benchmark=Green; On Watch=Blue; Intervention=Yellow; Urgent Intervention=Red)

Create Progress Report for Parents (October, January and May) – Grade level teams

October 5 Cycle 1 Begins

Focus: Examining Effective Research Based Writing Strategies to Support ELL's

Cycle 1, Session 1

October 19 Cycle 1, Session 2

October 26 MOSL Math Scoring K-2

November 2 Cycle 1, Session 3

November 3 (Election Day) Epi Pen Training – Ms. Campbell, School Nurse

Instructional Inquiry Cycle Presentation – Ms. Laurie Hallick, UFT Teacher Center

Math Planning and Preparation

Literacy Planning and Preparation

November 9 Cycle 1, Session 4 ELL Topic: Planning and creating word work activities that include cognates to build vocabulary

November 16 Cycle 1, Session 5

November 23 Cycle 1, Session 6

November 30 Looking at Data

December 7 Share Fair

December 14 Planning and Preparation Literacy

December 21 Planning and Preparation Math

January 4 Cycle 2 Begins

Professional Learning Designed around implementing technology

Cycle 2, Session 1

January 11 Cycle 2, Session 2

January 25 Cycle 2, Session 3

February 1 Cycle 2, Session 4 – Plan intervisitation schedule

February 22 Mid-Year Math Assessment Data Analysis

February 29 Cycle 2, Session 5

March 7 Cycle 2, Session 6

March 14 Looking at Data
 March 21 Share
 March 28 Planning and Preparation Literacy
 April 4 Planning and Preparation Math

April 11 Cycle 3 Begins

Professional Learning on the Integration of Literacy and Mathematics with a focus on ELL students Cycle 3, Session 1

April 18 Cycle 3, Session 2
 May 2 Cycle 3, Session 3
 May 9 Cycle 3, Session 4
 May 16 Cycle 3, Session 5
 May 23 MOSL Math Scoring K-2
 June 6 Cycle 3, Session 6
 June 9 (Brooklyn/Queens Day)
 June 13 Looking at Data
 June 20 Share
 June 27 Planning and Preparation Literacy

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?
 Teachers of ELLs are offered the opportunity to participate in workshops and professional development offered through the Department of Education Office of English Language Learners. We also consider workshops offered by the Fordham RBERN (Regional Bilingual Education Resource Network) as they are often presented by researchers in the field of bilingual education and second language learning, as well as professional learning opportunities offered by the UFT Teacher Centers. Topics range from math, close reading, early literacy and creative writing for bilingual and English language learners. Teachers are encouraged to attend the NYSABE (New York State Association for Bilingual Education Conference) in the Spring. These professional learning opportunities support teachers of ELL's by providing them with tools such instructional strategies, current professional reading and how to implement technology into their classroom.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
 Our school is a Pre-K to 2 school; therefore, transitioning for us means getting our students ready for third grade. Our staff is trained on how to promote the academic and personal behaviors of our students. We are committed to developing the learning habits and skills of our students to support academic readiness. These include non-cognitive, socio-emotional qualities that support resiliency, and college/career persistence.
 At this time we currently do not have a guidance counselor.
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.
 All of our teachers are presented with a survey about their professional development needs which they get to fill out at the beginning of the year. At the opening Faculty Conference, we review the CEP goals and elicit the types of professional development activities that are going to help support the attainment of the goals. This year, all teachers are expected to engage in cycles of learning driven by student data. Part of this work involves a review of the research so that teachers stay current. Through intervisitations, they will experiment with best practices that promote student engagement at the appropriate levels of challenge so that instruction is rigorous and the content is accessible to all learners. Given that teachers gather in grade level teams, all teachers will receive at least 6 sessions (15% of the total sessions) in ELL-specific professional development. Bilingual/ENL teachers will receive 20 sessions (50% of the total sessions) in the same ELL-specific professional development when you combine this experience with opportunities for professional development out-of-the-building. Agendas and sign-in sheets are maintained in our PD Binder. Some activities (may be more than 1 session) that are teachers participate in are:
 1. Examining effective, research based writing strategies to support ELL's
 2. Ongoing professional learning designed around implementing technology
 3. Planning and creating word work activities that include cognates to build vocabulary
 4. Class intervisitations are scheduled and then teachers discuss and reflect on observed instructional practices used to target ELL's.
 5. Professional Learning on the Integration of Literacy and Mathematics

C. Parental Involvement

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

The annual individual meeting with parents of ELLs is set in advance at the beginning of the year. This enables us to spread them out across the span of the year although our goal is to schedule them between December and February. In this fashion, parents of ELLs have a myriad of opportunities, outside the parent orientation meeting and parent-teacher conferences to sit with the teacher to learn about the progress that the child is making. By setting the meetings in advance, we can guarantee that interpretation and translation is in place to facilitate a productive exchange.

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.

A list of parents and the dates for their annual individual meetings is set at the beginning of the year. We inform them in writing about the meeting date and the goal of the meeting which is to discuss the program, language development progress of the child, language proficiency assessment results and language development needs in all content areas. When we get close to the date, a reminder notice is set and a phone call is made to confirm appointment. Attendance is taken at the meeting and records of the outreach are maintained in a binder in the Principal's Office.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Our Parent Coordinator has an important role in our school. She is the first line of connection that our parents have to the school. She answers phone calls on a daily basis for things such as report cards, lunch forms, absentee notes, uniforms, school activities such as field trips, after school activities, book fair, picture day. She conducts monthly workshops on topics related to math and literacy. She assists with translation services. She relates parents' concerns to the principal. In addition, we are fortunate to have a PTA that is interested in addressing the needs of our parent community. All parents are considered active members and are encouraged to participate in all of our fundraising efforts, workshops, learning opportunities and school activities including Fall Harvest Night, Pajama Day, Literacy Night, Math Night, Character Hat Day Parade, etc. In addition, parental involvement is assured through a monthly Parent Calendar that highlights parent programs, workshops, and activities for the month, and important "Please Read" sidebars. We offer parent ESL classes in order to enhance parents' English language skills. Naturally, all of our workshops and family nights are well attended. We also encourage attendance at DOE-sponsored ELL Parent Conferences by facilitating the registration process through our Parent Coordinator who then accompanies the group of parents to the conference. Parents are also invited to attend NYSABE in the Spring so that they can learn more about the opportunities and challenges of growing up bilingual.

When deemed necessary we contact the Translation and Interpretation Offices for support with parents.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? The school has developed relationships with many outside agencies and community-based organizations that provide workshops to our ELL parents. Some of these include Cornell University (nutrition workshops and guidance in both English and Spanish), and HealthPlus (parenting workshops in both English and Spanish). Furthermore, our coaches provide workshops in literacy and math for our ELL parents.
5. How do you evaluate the needs of the parents? To evaluate the needs of the parents, we conduct a survey through our Parent Coordinator asking parents what they feel would help them understand our curriculum and their children's academic progress in school. The Parent Coordinator is our liaison between the school community and the parents. She offers translation services during workshops and parent teacher conferences. She coordinates and assists in setting up the school book fair and ensures that titles are available in Spanish for parents and students to purchase.
6. How do your parental involvement activities address the needs of the parents? Our parental involvement activities stem from the Parents Needs Survey that is given to all parents in September and as well as communication with the staff members throughout the year. Our Parent Coordinator, Assistant Principal, paras and school aides are available to offer translation services, if necessary. The majority of the staff is fluent in both English and Spanish.

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.

School Name: **FF Christopher A. Santora**

School DBN: **30Q222**

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) |
|---------------------|---|-----------|-----------------|
| Yvonne Marrero | Principal | | 9/11/15 |
| | Assistant Principal | | |
| Betty Quintero | Parent Coordinator | | 9/11/15 |
| Khrystyna Mokrytska | ENL/Bilingual Teacher | | 9/11/15 |
| | Parent | | |
| Denys Pena | Teacher/Subject Area | | 9/11/15 |
| | Teacher/Subject Area | | |
| | Coach | | |
| | Coach | | |
| | School Counselor | | |
| | Superintendent | | |
| | Borough Field Support Center Staff Member _____ | | |
| | Other _____ | | |
| | Other _____ | | |
| | Other _____ | | |

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **30Q222**

School Name: **FF Christopher A. Santora School**

Superintendent: **Dr. Composto**

Before you begin, please check the following:

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

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

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

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

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

Our Pupil Accounting Secretary, Ann Marie Nunez, runs the RAPL report in ATS to determine the percentage of parents' preferred home language. In addition she runs the RCON report for specific information about the written and oral language preference. We also tally responses on Part III of the Home Language Identification Survey and Emergency Contact cards in order to best serve the parent community.

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.

A review of the RAPL report indicated that the parents preferred languages include: English, Spanish, Bengali, Hindi, Chinese, Albanian, and Nepali.

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.)

We typically disseminate a Parent Calendar and a Parent Newsletter at the beginning of each month as well as a Parent Handbook at the start of the year. Parent-Teacher Conference announcements and after school program information is translated in the parents' preferred languages prior to dissemination. All letters and correspondence from the school leadership is translated as well.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Meet the Teacher/Curriculum Night - September 17
Parent-Teacher Conferences - November 5, March 13 and May 12
ELL Parent Individual Meeting - scheduled throughout the year between December and February
Calls to parents made by Attendance Teacher - throughout the year, depending on attendance and lateness patterns
Calls to parents made by classroom teachers - ongoing throughout the year, depending on behavior issues, homework completion, or any other concerns that need to be addressed.

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.

All written translation will be going home in English, Spanish, Bengali, Hindi, Chinese, Albanian, and Nepali. Our school's Payroll Secretary, Janette Ortiz, who is bilingual (Spanish/English) will be translating all communications to parents in Spanish, after school (per session). For the remaining languages we will contact the Translation and Interpretation Services Department via a translation request form or the DOE vendor, Thebigword.
We will provide parents with translated communication not provided by the Department of Education such as: flyers, notices, permission slips, consent forms, parent handbook, and letters.

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.

Per session money was allocated for paraprofessionals to translate during PT conferences, PTA meetings, and individual conferences during the year if they are conducted after school hours. We also tap into the over-the-phone interpreters via the Translation and Interpretation Unit, especially during Parent-Teacher Conferences. Furthermore, we have a list of outside vendors that we reach out to for interpreters of other languages.

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.)

Staff Members will receive a copy of the T&I Brochure and Plan as well as the Language ID Guide and Language Palm Card so that they are aware of how to use translation services and the over-the-phone interpretation service. In addition, we will conduct a meeting with all staff members on how to access the over-the-phone translation services and how to navigate the translation and interpretation website for further information.

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

The school will provide parents who require language assistance services with written notification of their rights regarding translation and interpretation services in their preferred language, and with instructions on how to obtain such services.

The school will provide in a conspicuous location, at or near the main school entrance, a sign in the covered languages indicating the office where a copy of the written notification can be obtained.

The school's safety plan will contain procedures for ensuring the parents needing language assistance services are able to reach the school in time of an emergency.

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)

We will survey the parents mid-year to gather feedback on the quality and availability of translation services so that it can inform our actions in the future. In addition, we will schedule a focus group meeting of parents of all our represented languages to ascertain whether or not the translation services provided via over-the-phone, face-to-face or written was adequate and if the information received was clear.