

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**DBN: (i.e. 01M001):**                   **27Q232**

**School Name:**                       **P.S. 232 LINDENWOOD**

**Principal:**                             **LISA JOSEPHSON**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: The Lindenwood School School Number (DBN): 27Q232  
Grades Served: K-8  
School Address: 153-23 83<sup>rd</sup> Street, Howard Beach, New York 11414  
Phone Number: 718 848-9247 Fax: 718 738-8505  
School Contact Person: Lisa A. Josephson Email Address: ljoseph3@schools.nyc.gov  
Principal: Lisa A. Josephson  
UFT Chapter Leader: Susan Vigliarolo  
Parents' Association President: Lori Romanelli and Carissa Carbone, Co-Presidents  
SLT Chairperson: Lisa Milza  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): \_\_\_\_\_  
Student Representative(s): \_\_\_\_\_  
\_\_\_\_\_

**District Information**

District: D27 Superintendent: Mary Barton  
Superintendent's Office Address: 82-01 Rockaway Blvd., Ozone Park, 11416  
Superintendent's Email Address: mbarton@schools.nyc.gov  
Phone Number: 718 642 5800 Fax: 718 642-5705

**Borough Field Support Center (BFSC)**

BFSC: South FSC Director: Marlene Wilks  
Director's Office Address: 82-01 Rockaway Blvd., Ozone Park, NY 11416  
Director's Email Address: MWilks@schools.nyc.gov  
Phone Number: \_\_\_\_\_ Fax: \_\_\_\_\_

## Section 2: School Leadership Team (SLT) Signature Page

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Lisa A. Josephson	*Principal or Designee	
Susan Vigliarolo	*UFT Chapter Leader or Designee	
Lori Romanelli	*PA/PTA President or Designated Co-President	
Lois Maglione	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Lisa Milza	Member/ Teacher	
Nancy Brady	Member/ Parent	
Sonia Campisi	Member/ Parent	
Thomas Krieger	Member/ Teacher	
Denise Bongiorno	Member/Parent	
Carissa Carbone	Member/ PTA Co-President	

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature (Blue Ink)</b>
	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.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> 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.
<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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

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

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

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

## The Quality Review and the Framework for Great Schools

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

### NYCDOE's Quality Review (QR)

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

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

### Title I Requirements and Strengthening Title I Parent Involvement

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

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

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

## Section 4: CEP Overview

Develop a narrative summary that includes:

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

MISSION STATEMENT OF P.S. 232 – The mission of the P.S. 232 family is to provide an academically challenging and integrated curriculum within a safe and nurturing school environment, our “home away from home”. We, a team of educators and parents, will continue to utilize all available resources to prepare all students to meet high quality and challenging standards of excellence.

PS 232 is a diverse school with high academic and social expectations for all students. That's what makes our school work! It is culturally diverse and all school members respect one another. We provide a safe and nurturing school environment where everyone knows everyone in our 'home away from home'!

We are a K-8 school and we are proud of the fact that we provide a curriculum that educates the whole child – academically, socially, and creatively. We have a history of instructional excellence and high expectations, and now we have a middle school extra curricula program that includes sports and the creative arts. We are presently at full capacity – educating 1,051 students in an elementary school building has been one of our challenges. We are proud of the fact that we are “PS 232”, not “PS/MS 232”! We are not two separate schools; we have our own distinct culture of a K-8, all one family under one roof!

We offer and attend professional learning opportunities pertaining to best practices embedded in CCLS aligned instruction. Our teacher teams continue to plan and integrate Core Knowledge themes into the K-8 curriculum, in addition to using the New York State Common Core Standards. For example, our 5 year olds are learning how to read and write as they are introduced to content area literature about their community, the Pilgrims, American symbols, and the continents of the world. Our philosophy is that their knowledge base will be broader and then in the future, their prior knowledge and writing experiences will be richer.

We provide a comprehensive computer program that enables our students in grades 5 – 8 to develop extensive computer skills beyond word-processing as they do their research. Ms. Concilio, our Technology Specialist, collaborates with teachers so that the technology experience can integrate the knowledge base of the classroom. She also conducts workshops throughout the year for our teachers, and collaborates and integrates her program with each teacher's instructional goals and objectives. Our goal is to continue to place class sets of laptops into every fifth, sixth, seventh, and eighth grade classroom. In addition, we plan to install a Promethian Board in every classroom starting on our 3rd floor and then move to our 2nd floor. This plan includes professional learning opportunities for all staff members to learn how to use the technology.

An emphasis on intensive and ongoing professional learning opportunities in many areas has effectively improved our literacy and math program, and as a result, has helped to transform most of our staff into effective and highly effective teachers. The principal and two assistant principals, two literacy coaches, and teachers in a leadership role provide extensive professional learning opportunities with an emphasis on guided reading and writing with an intensive support for new staff members. Interclass visitations are scheduled so that our teachers may improve their pedagogy by observing their highly effective colleagues. We have also invested in training for our teachers in grades 4-8 with Junior Great Books. Junior Great Books is a supplemental reading program that focuses on teacher questioning and improving higher order reading skills and writing. Two days of intensive training, coupled with an in-house teacher trainer (upper grade literacy coach) that supports each teacher, ensures that our reading program in the upper grades will help us maintain and improve the comprehension of our students.

Our emphasis in mathematics has been on making math language connections, creating math workshop model classrooms, focusing on math language, and lesson development in the new “Go Math” curriculum in grades six through eight. We continue to provide professional development for our grades K-5 teachers that use Pearson Envision mathematics in the following areas: math language, hands-on opportunities, game playing for understanding and enrichment, solving word problems, and lesson development.

To support the goals of our Professional Learning Opportunities Program, future topics will include the following:

- Differentiation in the Classroom

- Junior Great Books
- Teaching Reading Strategies through Guided Reading
- Helping Students solve Word Problems
- Close Reading
- Fiction vs. Non-Fiction Text

We have also provided professional learning opportunities in the following areas:

- Danielson: Student Engagement ( this year’s instructional focus)
- Units of Study in Pearson mathematics
- Item skills analysis of NYS exams (to inform teacher practice and students’ strengths and challenges)
- Special Education: Utilizing the CCLS checklist in Determining Promotional Criteria
- Teacher Team Planning: Designing and Upgrading Curriculum Maps in Social Studies and Math
- English Language Learners: Classroom Strategies to Help ELL Students Succeed
- Formative Assessment (this year's instructional focus)

One of our most enjoyable accomplishments is our Middle School Club Program for grades 6, 7 and 8, and Saturday Morning Academic Academy for our 3rd, 4th and 5th graders. As a result of last year’s data from the Learning Environment Survey, both parents and students expressed their concern with the lack of creative arts and extra-curricula activities in our school. Our goal this year was to revamp our program and provide an after-school club program that was more diversified. Attendance increased greatly!

On Saturday mornings, our 3rd, 4th and 5th graders attended a 3 hour program that emphasized remediation in reading/writing and mathematics. We will continue the remedial program in 2015/2016.

Physical space availability continues to be a great concern at PS 232Q. We’ve had to think ‘out-of-the-box’ and carefully utilize space for everyone. Two occupational therapists, one physical therapist, speech teachers, coaches and academic intervention teachers service students in very small areas. Classes in fifth grade are closed and other classes are consolidated in order to create room for everyone. Our four kindergarten classes are in the portable classrooms in the schoolyard. As a result, class size has increased significantly and we have lost our art and lower grade science labs to create the room we need. We do not have any available space as our school population continues to increase, appropriately 40+ students per year.

We do face some challenges. Even though our school has made growth in reading comprehension, a key challenge is the achievement of our Lowest Third and our Students with Disabilities. We continue to analyze our yearly data for each Student with Disabilities and individualize an educational plan for each one. We continue to target their weaknesses and strengths: decoding, encoding, comprehension, etc. We also mainstream many of our Students with Disabilities in ELA, math, science, and/or social studies. We analyze hard and soft data daily, weekly, and monthly, and as a result, make recommendations for improvement. We also have a strong RTI program in place to support our struggling readers. The RTI program we use is the Fountas & Pinnell Reading Intervention Program. Five out-of-classroom reading specialists have been trained to use this program. Students are targeted in first through sixth grades; remediation takes place in small groups of four students.

Another challenge that we face this year is the reduction of school funds to update and maintain our hardware. We are exploring grant opportunities to secure funding for the technology in our building. We also need an electrical upgrade for our school in order to support our classrooms with air conditioners.

We have a strong Parent Teacher Association that consists of a small group of approximately 20 devoted parents that plan and organize many of our school events for both students and staff. The PTA will be led by Lori Romanelli and Carissa Carbone, our co-Presidents who work very closely with our administration. A concerted on-going effort has been made to increase parental involvement. Both our Co-Presidents and our school’s Parent Coordinator, Jennifer DiBenedetto, continue to reach out to families by providing monthly PTA meetings and workshops. The administration continues to communicate to families through monthly calendars, the Principal’s monthly newsletter, and parent engagement events that take place every other month. We collaborate with our parent association and schedule events that will bring increase parental involvement (events like High School Application Night, Literacy Night, Halloween Costume Party, Talent Show, Pep Rally, Spirit Week Activities, Graduation Barbecue, and School Carnival).

## 27Q232 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05, 06,07, 08	Total Enrollment	1088	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	4	# SETSS	N/A	# Integrated Collaborative Teaching
				4
Types and Number of Special Classes (2014-15)				
# Visual Arts	12	# Music	9	# Drama
# Foreign Language	13	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population	0.8%	% Attendance Rate	94.3%	
% Free Lunch	48.6%	% Reduced Lunch	13.5%	
% Limited English Proficient	3.5%	% Students with Disabilities	14.0%	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.7%	% Black or African American	9.6%	
% Hispanic or Latino	37.7%	% Asian or Native Hawaiian/Pacific Islander	12.8%	
% White	38.2%	% Multi-Racial	0.5%	
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	9.25	# of Assistant Principals (2014-15)	2	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	3	
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	3.0%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)	8.62	
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	44.6%	Mathematics Performance at levels 3 & 4	48.1%	
Science Performance at levels 3 & 4 (4th Grade)	96.9%	Science Performance at levels 3 & 4 (8th Grade)	90.5%	
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	100.0%	
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits	N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate	N/A	
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	YES	
White	YES	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	N/A	
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	YES	
White	YES	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	N/A	
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	YES	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	N/A	
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			



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

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

### Part 1 – Needs Assessment

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

A comprehensive assessment of our academic program was completed using the information from the School Quality Report 2013/2014, our 2015 Quality Review Report, the Framework for Great Schools Report 2015, NYS scores, and school based assessments. The data is as follows:

#### School Quality Report 2013-2014

45% of our students met State standards on the State English test; the average score was 2.9 out of 4.5.

48% of our students met State standards on the State math test; the average score was 3.0 out of 4.5.

98% is the average pass rate for courses in math, English, science, and social studies.

92% of our former 8th graders earn enough high school credit in 9th grade to be on track for high school graduation.

#### Quality Review Report 2014-2015

Instructional Core

1.1 Well Developed

1.2 Well Developed

2.2 Well Developed

School Culture

3.4 Well Developed

Systems for Improvement

4.2 Well Developed

#### Framework for Great Schools Report

Collaborative Teachers Level 4 - 86%

Supportive Environment Level 3 - 73%

Effective School Leadership Level 3 - 68%

Strong Family-Community Ties Level 2 - 42 %

Trust Level 3 - 74%

#### NYS Scores 2014-2015

ELA & Math Students Tested 712 Students

ELA Levels 3 & 4 = 45.8%

Level 2 = 38.2%

Level 1 = 16.0

Math Levels 3 & 4 = 45.7%

Level 2 = 35.3%

Level 1 = 16.0%

Our strength lies in our dedicated and effective staff, but we would like to work on improving teacher practice to increase overall student achievement, especially in ELA. Our priority is to celebrate our teachers' expertise and commitment and continue to strive to grow professionally and build upon best practices.

**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, the English Language Arts performance of grades 3-8 students will increase 5% in the growth percentile (applicable per grade) as evidenced by NYS 2015-2016 English Language Arts assessment.

**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:**

- **Research-based instructional programs, professional development, and/or systems and structures needed to impact change.**
- **Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).**
- **Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.**

**Target Group(s)  
Who will be targeted?**

**Timeline  
What is the start and end date?**

**Key Personnel  
Who is responsible for implementing and overseeing the activity/strategy?**

Activity 1: Professional Learning Opportunities for Teachers – Professional learning opportunities will be provided to all teachers servicing all students by administrators, coaches, teacher/leaders and professional developers. Both literacy coaches (K-4, 5-8) and teacher leaders will support their colleagues respectively by providing professional learning opportunities in the following areas:

- 3c Engaging Students in Learning
- Guided Reading mini-lessons
- Using Reading Recovery strategies in the K-2 classroom
- Working with SWD and ELL students in the Classroom
- Differentiation/Learning Centers
- Benchmarking Using the Fountas & Pinnell Reading Kit

K-8 Teachers

Sept, 2015  
June, 2016

Principal  
Asst. Principals  
Literacy Coaches  
Teacher Leaders  
District Professional Developers

<ul style="list-style-type: none"> <li>• How to use 2015-2016 Item Skills Analysis to determine weaknesses and strengths</li> <li>• Translating data from an array of other assessments (F&amp;P benchmarking, ELA Benchmark Assessments, running records, etc.)</li> <li>• Junior Great books Training (Year 5)</li> </ul>			
<p>Activity 2: Providing RTI Services to Students Who Performed in the Lowest Third of the School</p> <ul style="list-style-type: none"> <li>• Remediation will be provided to small groups of four students by out of classroom reading teachers who have been trained to use the Fountas &amp; Pinnell Reading Intervention Kit. These RTI groups include both SWD and ELL students.</li> <li>• Remediation will also be provided to small classes of 15 students during our Saturday Academic Academy for a total of 30 hours (3 hrs. per Saturday) for students in grades 3-5. All SWD students will be expected to attend and will also be in a setting with a reduced student to teacher ratio.</li> </ul>	Students in the Lowest Third	Sept, 2015 June, 2016	RTI Teachers  Literacy Coaches  Library Media Specialist
<ul style="list-style-type: none"> <li>• Remediation will also be provided to targeted students in grades 1, 2 and 3 in the spring of 2016 in a remediation afterschool program of 1 hour per week for 14 weeks. Remediation will be provided by highly effective reading teachers, and they will work with groups no larger than 10.</li> </ul>	Students in Lowest Third in gr 1-3	March – May, 2016	Four Reading Teachers
<ul style="list-style-type: none"> <li>• Progress monitoring of reading progress reports, running record data, other benchmark exam data, conferencing notes, teacher-made assessment/unit data to maintain fluid grouping and to align instruction to student needs and CCLS. All progress reports are sent home to parents and they have an opportunity to come up on Parent Engagement Tuesdays to meet with teachers.</li> <li>• Classroom /content area specialist and RTI teachers will periodically confer to examine student work and plan instruction accordingly on both Monday and Tuesday extended day. Classroom/ content area specialists and ESL teacher will periodically confer to examine student work and plan instruction accordingly on both Monday and Tuesday extended day</li> <li>• RTI providers have their Master’s Degree in the Teaching of Reading and are responsible for servicing their targeted groups either 5x per week or 3x per week.</li> <li>• Activity 3: Teacher Teams – Teacher teams will continue to meet during Monday Extended Day and weekly common preps to modify and adjust curriculum maps in Social Studies/Science/ELA to ensure there’s a variety of non-fiction informational text embedded in lessons, with a focus on text complexity and advanced vocabulary, aligned to the CCLS. These adjustments will challenge students’ thinking and increase their level of</li> </ul>	Students in K-8  Students in K-8  RTI Teachers and RTI Students  All Teaching Staff  All ELA teachers in Gr 4-8  All Teachers of Reading in Gr K-8  Parents	Nov, 2015  Mar, 2016  June, 2015  Nov, 2015  Mar, 2016  June, 2016  Sept, 2015 June, 2016  Sept, 2015 June, 2016  Sept 2015 June, 2015  Sept, 2015 June, 2016	All Classroom Teachers  All RTI Teachers  All Classroom Teachers  All RTI Teachers  Administrators  Teacher Teams  All ELA teachers in Grades 4-8  Upper Grade Literacy Coach  Middle School Asst. Principal  All Teachers of Reading in Gr K-8

<p>engagement. New modifications were recently made by the state due to the new Social Studies Scope &amp; Sequence and we look forward to the new Science expectations.</p> <ul style="list-style-type: none"> <li>• Activity 4: Junior Great Books – Students in grades 4-8 will continue to use annotation of the text via text dependent questions while reading both short stories and articles in the Junior Great Books reading program. ELA teachers lead their students twice a month in an inquiry-based program that encourages accountable talk, evidence-based essay writing, higher-order thinking and discussion. Students have the opportunity to assess their peers. Trained teachers have the voluntary opportunity to videotape their lessons so that they can review their performance during the lessons.</li> <li>• Activity 5: Fountas &amp; Pinnell Benchmarking in K-8 – All students will be benchmarked three times per year –September, 2015, January, 2016, and May, 2016. Our goal is for all students in grades K-2 to increase three to four independent reading levels. For students in grades 3-6, we are expecting an increase of three independent levels. For grades 7-8, we are expecting an increase that advances each student to complete a letter “Z” book.</li> <li>• Activity 6 – Parent Engagement – Parents will be informed of monthly Principal’s Breakfast Meetings, monthly Parent Workshops sponsored by our parent coordinator, and all Spirit Month activities and protocols through our school website <a href="http://www.ps232q.org">www.ps232q.org</a>. Engagement Tuesdays will continue to focus on those parents of targeted students in ELA and mathematics.</li> </ul>		<p>Sept, 2015 June, 2016</p>	<p>Literacy Coach Asst. Principal of K-2 Teacher Teams Administrators Coaches Parents</p>
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**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> 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>Activity 1</p> <ul style="list-style-type: none"> <li>• Some professional development requires sub coverages.</li> <li>• The Reading Recovery teacher attends NYU graduate class on Wednesdays.</li> </ul> <p>Activity 2</p> <ul style="list-style-type: none"> <li>• Scheduling of RTI during guided reading</li> <li>• Purchasing of Fountas &amp; Pinnell Intervention Kits for Reading Specialists</li> <li>• Purchasing of books and materials for Saturday Academics</li> <li>• Purchasing of books and materials for 1st &amp; 2nd grade remediation afterschool</li> </ul> <p>Activity 3</p> <ul style="list-style-type: none"> <li>• Purchasing of informational text for classroom use by teachers</li> <li>• Purchasing of informational text for classroom libraries that coordinate with units of study</li> </ul> <p>Activity 4</p> <ul style="list-style-type: none"> <li>• Purchasing of JGB materials every year since students must write in books for annotation</li> <li>• Scheduling of interclass visitations for training of new teachers to JGB each year</li> </ul> <p>Activity 5</p> <ul style="list-style-type: none"> <li>• Purchasing of Fountas &amp; Pinnell Benchmarking Kits.</li> </ul>

- Scheduling of Fountas & Pinnell Benchmarking for MOSL at end of school year

**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	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> 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.

- We will monitor our progress of Fountas and Pinnell Benchmark Levels in Sept, 2015, January, 2016, and June, 2016. At least 50% of students will move at least three F & P levels or more in grades K-2. At least 50% of students will move at least two F & P levels or more in grades 3-5. At least 50% of students will move at least one F & P level or more in grades 6-8.
- We will also monitor our progress of the NYC ELA Benchmark results in January, 2016. At least 50% of students will move from one performance level to the next.

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

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

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

### **Part 1 – Needs Assessment**

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

A comprehensive assessment of our academic program was completed using the information from the School Quality Report 2013/2014, our 2015 Quality Review Report, the Framework for Great Schools Report 2015, NYS scores and school based assessments. The data is as follows:

#### School Quality Report 2013-2014

45% of our students met State standards on the State English test; the average score was 2.9 out of 4.5.

48% of our students met State standards on the State math test; the average score was 3.0 out of 4.5.

98% is the average pass rate for courses in math, English, science, and social studies.

92% of our former 8th graders earn enough high school credit in 9th grade to be on track for high school graduation.

#### Quality Review Report 2014-2015

Instructional Core

1.1 Well Developed

1.2 Well Developed

2.2 Well Developed

School Culture

3.4 Well Developed

Systems for Improvement

4.2 Well Developed

#### Framework for Great Schools Report

Collaborative Teachers Level 4 - 86%

Supportive Environment Level 3 - 73%

Effective School Leadership Level 3 - 68%

Strong Family-Community Ties Level 2 - 42 %

Trust Level 3 - 74%

#### NYS Scores 2014-2015

ELA & Math Students Tested 712 Students

ELA Levels 3 & 4 = 45.8%

Level 2 = 38.2%

Level 1 = 16.0

Math Levels 3 & 4 = 45.7%

Level 2 = 35.3%

Level 1 = 16.0%

### **Part 2 – Annual Goal**

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

By June 2016, the mathematics performance of grades 3-8 students will increase 5% in the growth percentile (applicable per grade) as evidenced by NYS 2015-2016 math assessment.

### Part 3 – Action Plan

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Activity #1 - Developing a Rigorous Mathematics Plan</p> <p>We will fully implement balanced mathematics prototype throughout the K-8 school (in general, special and gifted education). The language of the CCLS will also be followed and fully implemented. We will implement the Envision Mathematics Program (fully CCLS aligned) to grades K-5 and implement the Go Math Middle School Program to grades 6-8. Both math programs will be supplemented with basic computational skills and materials, test sophistication, manipulatives, and an interactive math center in every classroom. All students will be assessed using the Pearson Envision Assessments in the beginning, middle, and end of the year (Sept., Jan., June). All accumulated data, along with unit test data, will drive instruction. All students in grades 3-8 will also be assessed using benchmark assessments. Teachers in K-8 will target individual mathematics skills as identified on both the unit tests and benchmark exams and focus on skill improvement in our extended day program and our Saturday Academic program (for gr. 3-6). We have added two additional 50 minute periods per week to the present 300 minutes per week. Problem of the Day will be devoted to modeling open response math questions.</p>	<p>Students in gr 3-8 in the lowest third</p>	<p>Sept, 2015 June, 2016</p>	<p>Principal Asst. Principals Data Specialist General, Special, and Gifted Teachers F-Status Teacher</p>
<p>Activity #2 - Professional Development</p> <p>Professional development will be provided to teachers in September, 2015 as a result of using the new 'Go Math' Middle</p>	<p>Students in grades K-8 in the lowest third</p>	<p>Sept, 2015 June, 2016</p>	<p>Principal Asst. Principals</p>

<p>School Program. Training will continue throughout the year (Envision and Go Math) so that both assessment and technology can be discussed and turn keyed. Extensive professional development in skill/strategy will be provided to classroom and after-school teachers who will deliver a program designed to identify and remediate students' skill deficiencies. Classroom teachers of K-8, with the support of the principal and the assistant principals will develop rigorous instructional tasks that focus on mathematics skills and activities. Teacher teams will identify the target population of students with deficient math skills using the following data: item skills analysis of state math, item s kills analysis of interim assessments in math, and Envision and Go Math unit exams. Teacher teams will work continue to work on math curriculum maps for each unit of study. Extensive technology training during the year will also help teachers to be able to use our Smart boards during mathematics lessons. Professional development will be provided by the district professional developers.</p>			<p>Data Specialist</p> <p>General, Special, and Gifted Teachers</p> <p>F-Status Teacher</p>
<p>Activity #3 Parent Engagement</p> <p>We will coordinate and integrate parental involvement strategies throughout the year. The school will provide assistance to parents of children served by the school, especially to all parents of students with disabilities, in understanding topics such as the following:</p> <ul style="list-style-type: none"> <li>• The State's academic common core state standards</li> <li>• The State's student academic achievement standards</li> <li>• The State and local academic assessments including alternate assessments, how to monitor their child's progress, and how to work with educators</li> </ul> <p>Parents will be encouraged to attend the Parent Coordinator's monthly workshops on the following topics: Testing Strategies At Home, Math Strategies at Home, Speak Mathematically with Your Child While At Home, etc. Parents will be encouraged to utilize our website, <a href="http://www.ps232q.org">www.ps232q.org</a>, so that they can be informed of all events in and around the school. The website caters to ALL LANGUAGES, with the click of a link. Parents can visit their child's school at the following conveniently scheduled meetings and events by checking with their Parent Coordinator for the dates and time:</p> <ul style="list-style-type: none"> <li>• Back to School Parent Orientation (September)</li> <li>• Parent teacher conferences (fall and spring)</li> <li>• Parent Engagement Tuesdays</li> </ul>	<p>Parents</p>	<p>Sept,2015 June, 2016</p>	<p>Parent Coordinator</p> <p>Guidance Counselors</p> <p>Principal</p> <p>Asst. Principals</p> <p>All Teachers</p>

<ul style="list-style-type: none"> <li>• PTA and SLT meetings (monthly)</li> <li>• Summer Reading Celebrations</li> <li>• Math Night</li> <li>• Honor Society Assembly at the end of each marking period</li> <li>• Culminating celebrations marking their child’s academic success at the school</li> </ul> <p>Parent workshops and activities (as scheduled by the Parent Coordinator, Guidance Counselor and school staff)</p> <p>Parents will have reasonable access to staff, opportunities to volunteer and participate in their child’s class, and observation of classroom activities. Parents may contact their school’s parent coordinator to arrange an appointment. Title I funds will be used to purchase materials for parents during these workshops.</p>			

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> <li>• The school will establish a Saturday Academic Academy that includes students in the lowest third/ disabilities in grades 3-6.</li> <li>• All students in the lowest third/disabilities who are also English Language Learners will remain for additional instructional hours in our ELL Afterschool Program on Wednesdays from 2:30 – 4:30 p.m.</li> <li>• An attendance teacher supports the regular instructional day and all afterschool academies as part of the school’s efforts to improve attendance for students in the lowest third/ disabilities in grades K-8.</li> <li>• In the spring, two afterschool programs will be established – one to target first, second and third graders.</li> </ul>											
<b>Part 4b.</b> 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	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> 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>We will monitor student progress of their Envision/Go Math unit tests at the end of each unit of study. January, 2016, and June, 2016. The mathematics performance of grades K-8 students will increase 5% in the growth percentile as evidenced by NYS 2015-2016 math assessment.</p> <p>We will also monitor our progress of the NYC Math Benchmark results in January, 2016. At least 50% of students will move from one performance level to the next.</p>
<b>Part 5b.</b> In <b>February 2016</b> , 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.

After conducting an analysis of student performance data on the 2014-2015 state ELA assessment and an analysis of Fountas and Pinnell benchmarking data (3x per year), it was determined that at least 25 – 30 % of students on each grade did not meet level three in English Language Arts. As a result, our first priority is to target those students to show increases in performance. Our second priority is to target those students in K-2 that need reading intervention. The data is as follows:

#### School Quality Report 2013-2014

45% of our students met State standards on the State English test; the average score was 2.9 out of 4.5.

48% of our students met State standards on the State math test; the average score was 3.0 out of 4.5.

98% is the average pass rate for courses in math, English, science, and social studies.

#### NYS Scores 2014 - 2015

ELA & Students Tested 712 Students

ELA Levels 3 & 4 = 45.8%

Level 2 = 38.2%

Level 1 = 16.0

#### Fountas & Pinnell Benchmarking Scores

Grade K - 50% Level C

Grade 1 - 62% Level I

Grade 2 - 76% Level L

### 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, 80% of students in K-2 will demonstrate an increase of three to four independent reading levels in the Fountas and Pinnell Assessment System.

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p><b>Activity #1 – Teacher Teams Developing a Rigorous Literacy Plan</b></p> <p>Our school's faculty will design a K-8 literacy program that will consist of three components: professional development, inquiry team work, and the use of data-driven instruction. All activities will be designed to increase the use of data to drive instruction and to enable teachers to examine effectiveness of instruction regularly. Teacher to student ratio will be decreased by the hiring of RTI and F-status teachers who all specialize in reading/literacy. Professional development will include the revisiting of our curriculum maps to include more CCLS –based activities, creating new curriculum maps, to increase the effective use of Essential Questions, the use of data to drive instruction, and increase the effectiveness of the collaborative inquiry process. Professional development provided by the administrators, literacy coaches, teacher leaders, and district professional developers will include close reading. Teachers of K-8 will continue last year’s work on their teacher teams to develop collaborative curriculum maps that focus on social studies and science units of study that incorporate reading, writing, speaking and listening skills. Four Square Writing organizational methodologies will be fully implemented and integrated within Writer’s Workshop to support student growth in writing skills. Teacher-created writing rubrics and instructional tasks will be created by our teacher teams. Resulting student work will then be analyzed by grade level teacher teams and decisions will be made on next steps for instruction in each classroom. Teacher teams will meet weekly during their inquiry period to analyze student work, benchmark and progress monitoring data to identify strengths and weaknesses, and modify instruction as needed. Teacher teams will collaborate to develop lesson plans that are differentiated according to current data and then they will monitor effectiveness and revise to meet the needs of all students. RTI will be provided in small-group, basing instruction on data and incorporating CCLS. RTI will be provided by licensed reading teachers.</p>	<p>Students in K-2</p>	<p>Sept, 2015 June, 2016</p>	<p>Teacher Teams Literacy Coach of K-2 RTI Teachers Principal Asst. Principals Data Specialist</p>

<p>Activity #2 - Reading Recovery is a school-based, short-term intervention program designed for children aged five or six, who are the lowest achieving in literacy after their first year of school. This is year 3 of the grant. These targeted students are often not able to read the simplest of books or write their own name before the intervention. The intervention involves intensive one-to-one lessons for 30 minutes a day with a trained literacy teacher, for between 12 and 20 weeks. This year, we trained our lower grade literacy coach as a reading recovery teacher so that we can begin the intensive reading program with our first graders in the lowest third.</p> <p>The intervention is different for every child, assessing what the child knows and what s/he needs to learn next. The focus of each lesson is to understand messages in reading and construct messages in writing; learning how to attend to detail without losing focus on meaning. A combination of teacher judgment and systematic evaluation procedures identify those lowest-achieving children. The intervention goal is to bring children up to the level of their peers and to give them the assistance they need to develop independent reading and writing strategies. Once they are reading and writing at a level equivalent to that of their peers, their series of lessons will be discontinued, and a new group of first graders will begin the intervention.</p> <p>The intervention is not an alternative to good classroom teaching, but is complementary, to enable children to engage in their classroom program. The lowest performing children (the bottom 5-20% depending on the context) were identified using the Observation Survey (Clay, 2002), a multi-faceted series of assessment tools covering early reading and writing.</p>	<p>Students who are 5 or 6 years old</p>	<p>Sept, 2015 June, 2016</p>	<p>Literacy Coach of K-2 Data Specialist Classroom Teachers Reading Recovery Specialists from NYU</p>
<p>Activity #3 Parent Engagement</p> <p>We will coordinate and integrate parental involvement strategies throughout the year. The school will provide assistance to parents of children served by the school, especially to all parents of students with disabilities, in understanding topics such as the following:</p> <ul style="list-style-type: none"> <li>• The State’s academic common core state standards</li> <li>• The State’s student academic achievement standards</li> <li>• The State and local academic assessments including alternate assessments, how to monitor their child’s progress, and how to work with educators</li> </ul> <p>Parents will be encouraged to attend the Parent Coordinator’s monthly workshops on the following topics: Testing Strategies At Home, Reading Strategies at Home, Choosing the Right Text for Your Child, etc. Parents will be encouraged to utilize our website, <a href="http://www.ps232q.org">www.ps232q.org</a>, so that they can be informed of all events in</p>	<p>Parents</p>	<p>Sept,2015 June, 2016</p>	<p>Parent Coordinator Administrators Literacy Coaches RTI Teachers Teachers</p>

<p>and around the school. The website caters to ALL LANGUAGES, with the click of a link. Parents can visit their child’s school at the following conveniently scheduled meetings and events by checking with their Parent Coordinator for the dates and time:</p> <ul style="list-style-type: none"> <li>• Back to School Parent Orientation (September)</li> <li>• Parent teacher conferences (fall and spring)</li> <li>• Parent Engagement Tuesdays</li> <li>• PTA and SLT meetings (monthly)</li> <li>• Summer Reading Celebrations</li> <li>• Literacy Night</li> <li>• Classroom Living Museums</li> <li>• Honor Society Assembly at the end of each marking period</li> <li>• Culminating celebrations marking their child’s academic success at the school</li> <li>• Parent workshops and activities (as scheduled by the Parent Coordinator, Guidance Counselor and school staff)</li> </ul> <p>Parents will have reasonable access to staff, opportunities to volunteer and participate in their child’s class, and observation of classroom activities. Parents may contact their school’s parent coordinator to arrange an appointment. Title I funds will be used to purchase materials for parents during these workshops.</p>			

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> <li>• The school has established an after school program that includes targeted students in the lowest third/disabilities in grades 1-2.</li> <li>• All students in the lowest third/disabilities who are also English Language Learners will remain for additional instructional hours in our ELL Afterschool Program on Wednesdays from 2:30 – 4:30 p.m.</li> <li>• An attendance teacher supports the regular instructional day and all afterschool academies as part of the school’s efforts to improve attendance for students in the lowest third/ disabilities in grades K-8.</li> <li>• The school will establish a 1st and 2nd grade small target afterschool group in the spring so that they will spend 10 one hour sessions learning and reviewing phonics/phonemic awareness/comprehension skills.</li> </ul>											
<b>Part 4b.</b> 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	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	X	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.

We will monitor reading progress each time we benchmark in September, 2015, January, 2015, and May, 2015. Based on our interim goals for January, 2016, we expect the following:

Kindergarten - Students will attain F & P levels B-C

First Grade - Students will attain F & P levels F-G

Second Grade - Students will attain F & P levels J-K

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

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

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

**Part 1 – Needs Assessment**

<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>

**Part 2 – Annual Goal**

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

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

**Part 4 – Budget and Resource Alignment**

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

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

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

**Part 5 – Progress Monitoring**

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

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

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

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

**Part 1 – Needs Assessment**

<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>

**Part 2 – Annual Goal**

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

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> 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"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

**Part 4 – Budget and Resource Alignment**

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

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

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> 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.

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**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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Formal and Informal Assessment Data, Student Work, Teacher Recommendation	Guided Reading, Fountas & Pinnell Intervention, Phonics, Foundations, Reading Recovery, Junior Great Books	Small group, one-to-one	During the school day, Saturday Morning Academy
<b>Mathematics</b>	Formal and Informal Assessment Data, Student Work, Teacher Recommendation	Guided Math, Pearson Envision K-5, Pearson CMP3 6-8 and Integrated Algebra	Small group, one-to-one	During the school day, Saturday Morning Academy
<b>Science</b>	Formal and Informal Assessment Data, Student Work, Teacher Recommendation	Hands On Labs, Core Knowledge, NYS Science Standards	Small groups	During the day, Lunch
<b>Social Studies</b>	Formal and Informal Assessment Data, Student Work, Teacher Recommendation	Core Knowledge, NYS Scope and Sequence	Small groups	During the day, Lunch
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Individualized Education Plan, Teacher Recommendation	Counseling	Small group, one-to-one	During the day, Lunch

## Section 7: Title I Program Information

### Directions:

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

### Part 1: Title I Status

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

### Part 2: All Title I Schools

#### **2a. Highly Qualified Teachers (HQT)**

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

#### **2b. High Quality and Ongoing Professional Development**

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

### Part 3: TA Schools Only

#### **3a. Use of Program Resources**

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

#### **3b. TA Coordination with the Regular Program**

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

**Part 4: SWP Schools Only**

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

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

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

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

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

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. 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 consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

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

**<sup>1</sup>Explanation/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.

<sup>2</sup>The **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.

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**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. 232Q, the Lindenwood 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. 232Q** 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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

#### **School-Parent Compact (SPC)**

**PS 232Q, the Lindenwood 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 1<sup>st</sup> 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>Lindenwood School</u>	DBN: <u>27Q232</u>
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" 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>38</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 checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
# of certified ESL/Bilingual teachers: <u>1</u>
# of content area teachers: <u>1</u>

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: \_\_\_\_\_ The free-standing ESL program at PS 232 has a pull-out organizational model. One class on a grade contains our ESL students so that a pull out program is possible. All ELLs in every grade level are grouped heterogenously amongst all students in general education.

We have two state certified ESL teachers that service 38 English Language Learners. Every ELL gets the state mandated number of ESL instructional minutes per week. There are five groups of ELL pull out students that are serviced every day of the week, Monday through Friday for a total of 5 sessions per week. At PS 232, all ELLs receive ELA, math, social studies, and science instruction from the regular classroom and cluster teachers in addition to the state mandated number of ESL instructional minutes on a daily basis. Math is taught in the ESL program once a week. Content subjects like social studies and science are taken in read-aloud and shared reading activities daily.

Our program for SIFE have the following components: literacy and content courses that are thematically coordinated and encourage transfer of learning across content areas, small classes that allow individual attention from the teachers, and course structure that allows students to learn at their own pace. Other strategies that we use are as follows:

1. Sheltered instruction - ESL teacher introduces academic content to the SIFE student population by using visuals such as charts, graphs, venn diagrams, and time lines. Collaborative learning activities such as task oriented projects and small-group activities instead of traditional note taking, demonstrations instead of lectures.

2. CCLS-based learning - Teacher creates lessons that are CCLS standards-based yet suitable and differentiated for students' various ability levels. PS 232 ensures that content and materials are age appropriate and culturally appropriate.

The ESL teacher, regular classroom teachers, and other service providers meet regularly, usually biweekly, to discuss each SIFE student's progress in all subject areas, clarifying both strengths and areas needing extra work.

ELLs with less than three years of ESL instruction are given intensive, structured and systematic intervention that includes phonics, phonological awareness, and word identification. Differentiated instructions are executed - teachers must have a repertoire of strategies so that they can vary their interaction and curriculum as needed. Hopefully, most of the ELLs exit the program within the first three years or earlier. For ELLs receiving 4-6 years of ESL service, the school plans to give them instructions in comprehensive reform programs using systematic phonics, one-to-one or small group tutoring program, cooperative learning program, inclusion in RTI (response to intervention) use of Fountas & Pinnell Intervention System Program, and/or programs emphasizing extensive reading and writing. PS 232 does not have long-term ELLs unless they are special education students also.

ELLs with disabilities are given interventions with explicit phonetic awareness instruction, structured and systematic phonics instruction, explicit instruction in comprehension strategies, and peer-assessed learning activities. In addition, sheltered English techniques such as the use of visual aids like props, pictures, gestures, and facial expressions help convey meaning and encourage children to expand and elaborate their responses to help develop oral expression abilities. Speech and language therapy is a related service that is delivered to IEP mandated students. These students have expressive, receptive, pragmatic, fluency, motoric and/or phonological difficulties that affect their academic performance. Therapy is given a minimum of two times per week in 30 minute sessions.

PS 232 continues to analyze its yearly data for each "Special Needs" child and individualize an educational plan for each one. Students are streamed by reading level. We continue to target their weaknesses and strengths: decoding, encoding, comprehension, etc. Many of our special needs students

## Part B: Direct Instruction Supplemental Program Information

are mainstreamed in both ELA and/or math. Testing accommodations are provided for all tests: classroom, city, and state according to the IEP mandate. These accommodations are as follows: time limit extended or waived, exam administered in special location, questions read aloud to students, answers recorded in any manner, exam in Braille or large print, directions read and re-read aloud, visual magnification and auditory amplification, and masks/markers to maintain place.

To maintain effective ESL strategies and techniques, PS 232 has purchased high interest, high quality books every year. Some of these are Time for Kids Readers, Eye on History Thematic Units, Guided Reading Leveled Books in fiction and non-fiction, Junior Great Books - Roundtable, Strategies that Work by Harvey & Goudvis, Document Readers, Smart Boards, and Projectors, Fountas & Pinnell Intervention Kits, Fountas & Pinnell Assessment Kits, etc. Computer lessons and projects focus on both technology skills and major themes in the academic content areas. Lower grade students focus on comparing MAC and PC platforms, Microsoft Word, Excel, and Power Point, as well as Internet applications. Upper grade students use these technology skills on a more advanced level. They also use multimedia applications such as photography, video editing and animation. All computer lessons are created to incorporate Common Core Standards in addition to the Core Knowledge Framework that we use at PS 232.

The instructional strategies and techniques being employed by the state certified ESL teacher supplements any instructional approach used by the classroom teachers. Team teaching and push-in strategies are being implemented on some grade levels. Weekly consultations with the classroom teachers are scheduled. Instruction is based on activating prior knowledge and recognizing the strong correlations between literacy in the first and second languages. English Language Learners participate in read-alouds, interdependent dialogues, partner and echo reading, shadow and whisper reading, silent reading, shared reading, independent reading, and a wide variety of writing activities on a daily basis. In addition, ESL students receive content-based instruction that will enable them to meet standards in math, science, social studies, and computer technology.

In addition to instructional practices there are support services provided to our ELL students as follows:

1. The Fountas and Pinnell RTI System is a program that is used with all students who struggle with reading and writing. It provides a teacher-friendly, comprehensive program that incorporates the principles of teaching reading and writing. Its essential components are phonemic awareness, decoding alphabetic principle (sound/symbol relationship), encoding (spelling), advanced word analysis, vocabulary development, right word instruction, metacognition, fluency and comprehension strategies.
2. Speech and language therapy is a related service that is delivered to IEP mandated students. These students have expressive receptive, pragmatic, fluency, motoric and/or phonological difficulties that affect their academic performance. Therapy is given a minimum of two times per week in 30 minutes sessions.

Our ELL afterschool program is also funded by Title III and it is taught by a co-teaching team on Thursdays, one certified ESL teacher and one certified common branch teacher. Our program is designed to help improve reading, writing, listening, and speaking skills and strategies in both language and content. It consists of one group of 12 ELL students (in grades K-4) and 12 ELL students (in grades 5-8) who spend an additional 90 minutes in school from 2:30 - 4:00 p.m. Some ELL participants are IEP mandated students also. Scholastic materials were purchased to help them during both guided reading sessions and read alouds in fiction and non-fiction. The program began in October, 2014 and will continue through June, 2015. Both teachers will engage in a study/focus group together to reciprocally provide training in their respective areas of expertise in ESL and content (total of 8 hours each through June, 2015). This will lead to the development of assessments and/or curriculum adaptations that will facilitate instruction and that will integrate what is taking place in the art residencies on Wednesdays and Fridays. The supplemental materials used are as listed:

1. Leveled books of fiction and non-fiction
2. Read alouds for read aloud and accountable talk
3. Leveled content-area books with extra support for vocabulary and comprehension
4. Talking E-books with Audio CDs
5. Journals for Journal Writing
6. Dictionaries and thesaurus'

### Part B: Direct Instruction Supplemental Program Information

There will be two 10-week Art Afterschool Residencies with Studio in a School - one 1-hr. session on Wednesdays and one 1-hr. session on Fridays (2:30 - 3:30 p.m.) ESL students and their parents will have the choice of attending one or both. The residencies will begin in February, 2015 and end in April, 2015. A school administrator will supervise both residencies. Two residency staff members from Studio in a School will provide painting activities and projects that the students produce based on the social studies units of study from the new NYS Social Studies Scope and Sequence. The residencies will provide the students with opportunities to express themselves through art and expand their language/vocabulary as they learn about history through art. Students who are former ELLs who tested out on the NYSESLAT within the past two years will also be invited to participate.

-

### 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

Begin description here: Professional development at P.S. 232Q for 2014-2015 will provide opportunities for teachers, assistant principals, literacy coaches, subject area teachers, paraprofessionals, guidance counselors, special education teachers, and ESL specialists to have renewed confidence in working with ESL students. The following activities are scheduled for the school-year and will demonstrate development and learning for both students and teachers:

1. Mandated staff development sessions for new staff and classroom teachers of ELL's
  2. Monthly scheduled network sponsored staff development sessions for ESL are echoed to the classroom teachers
  3. Scheduled conferences to discuss continuous study of research on writing, reading, and English as a Second Language
  4. Review of instructional strategies to help ELL's maximize learning potential
- ESL Professional Development Plan for 2014-2015  
"ESL Activities for Every Classroom", October, 2014  
"ESL Activities for Envision Math Program, October, 2014  
"Literature Links to Phonics- A Balanced Approach", December, 2014  
"Improving Comprehension with Think-Aloud Strategies", February, 2015  
"Determining What's Important When Writing Information" April, 2015  
School Year - Common Core State Standards in ELA and Math

-  
Professional development will also take place between the two teachers that are teaching the Title III Afterschool Program on Thursdays. One ESL teacher and one content teacher will work together to engage in a study/focus group to reciprocally provide training in their respective areas of expertise (language and content). This training will lead to the development of assessments and curriculum adaptations that will facilitate instruction.

### 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

### Part D: Parental Engagement Activities

- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: PS 232 will coordinate and intergrate Title III parental involvement strategies under the following other programs and activities:

1. With the guidance and support of the school, family members can assist their children with homework and other related activities. Our school will encourage parents to join in learning activities at home and in the school ( library cards, home reading, resource centers, book sales, following directions, reading recipes, workshops, Parent Teacher Association, Parent Volunteer Program, and School Leadership Teams).
2. Parents will be encouraged to attend PTA meetings that will be held at times that are convenient for parents. When necessary, translators will be available, so those parents will understand all of the proceedings at PTA meetings. Additional accommodations will be made for parents with disabilities so that they too can attend meetings.
3. Through the efforts of the Parent Coordinator and the PTA Co-Presidents and with dictrict support, an outreach will be made to parents of students so that families will be involved in all parent/school activities. Parent Engagement Tuesdays will provide parents to meet with teachers on a monthly basis.
4. Parents are invited to attend an annual "Open House" meeting to inform them about the school's participation in Title III programs and explain the requirements and their right to be involved.
5. School publications like the Principal's newsletters and letters to parents (Translated) will be used to apprise parents of important events including dates, school events and open school.
6. Our school website can be completely translated into several languages by a click of a link ([www.232q.org](http://www.232q.org)).
7. The administration continues to reach out through monthly calendar and principal's monthly newspaper
8. English as a Second Language (ESL) workshops are held for parents. PTA volunteers are available as interpreters.

### Part E: Budget

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

Allocation Amount: \$11200

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"> <li>• Per session</li> <li>• Per diem</li> </ul>	<u>\$2,576.00</u> <u>\$825.00</u>	<u>Afterschool Program I for K-4 (Thursdays from Oct, 2014 - May, 2015)</u> <u>Afterschool Program II for 5-8 (Wednesdays from Jan, 2015 - June, 2015)</u> <u>50 hours of per session for two ESL teachers to support ELL students:</u> <u>50 hrs. x \$51.51 (current teacher per Session rate with fringe) = \$2576.00</u> <u>16 hrs. x \$51.51 for study/focus group of 2 teachers (8 hrs each per teacher)</u>

**Part E: Budget**

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	- <u>\$4,000.00</u>	<u>Two Afterschool Art Residency with Studio in a School (Wednesdays and Fridays)</u> <u>Two ten-week art residencies with NYCDOE-approved Studio in a School, 410 W59th St., NY NY 10019 @ \$2,000 per residency</u>
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	- <u>\$2679.00</u>	<u>Leveled Books, Language Dictionaries,</u> <u>NYSELAT practice booklets and practice assessments, books on tape, cassette recorders, headphones</u>
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	<u>\$1,120 Parent Involvement</u>	<u>Refreshments and snacks for parent workshops, Parent-Friendly Books for assistance with ELL Students, Multicultural Lending Library</u>
<b>TOTAL</b>	<b><u>\$11,200</u></b>	<b><u>\$11,200</u></b>

**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 <b>27</b>	Borough <b>Queens</b>	School Number <b>232</b>
School Name <b>The Walter Ward School</b>		

### 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 <b>Lisa Josephsn</b>	Assistant Principal <b>Aileen Leibman</b>
Coach <b>Lori D'Andrea</b>	Coach <b>Regina Espinosa</b>
ENL (English as a New Language)/Bilingual Teacher <b>Nicole Moore</b>	School Counselor <b>Annette Black</b>
Teacher/Subject Area <b>type here</b>	Parent <b>Lori Romanelli</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Jennifer DiBenedetto</b>
Related-Service Provider <b>Catherine Branigan</b>	Borough Field Support Center Staff Member <b>Pierre Galvez</b>
Superintendent <b>Mary Barton</b>	Other (Name and Title) <b>type here</b>

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (excluding pre-K)	1050	Total number of ELLs	28	ELLs as share of total student population (%)	0.00%
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# Part II: ELL Demographics

## A. ELL Programs

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

### This school offers (check all that apply):

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

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

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	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					
<b>All ELLs</b>	28	<b>Newcomers</b> (ELLs receiving service 0-3 years)	24	<b>ELL Students with Disabilities</b>	11
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	2	<b>Long-Term</b> (ELLs receiving service 7 or more years)	2

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	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	24		8	2		1	2		2	0
<b>Total</b>	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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL				
	ELL	EP	ELL	EP																			
SELECT ONE																					0	0	
SELECT ONE																						0	0
SELECT ONE																						0	0
<b>TOTAL</b>	0	0	0	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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish		8	2	3	2	1		1	1					0
Chinese														0
Russian														0
Bengali			1											0
Urdu			1		2									0
Arabic			2											0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish			1	1										0
Albanian														0
Other		1							1					0
<b>TOTAL</b>	<b>0</b>													

## 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
<b>Entering</b> (Beginning)														0
<b>Emerging</b> (Low Intermediate)		1		1	2				1					0
<b>Transitioning</b> (High Intermediate)		2	1											0
<b>Expanding</b> (Advanced)		8	4	3	2	1		1	1					0
<b>Commanding</b> (Proficient)		2		2				1						0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				3				1						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		2	2	2	2		3	1	1					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	24	52	46	13	0
4	28	52	46	22	0
5	18	44	37	27	0
6	18	49	22	22	0
7	18	38	27	8	0
8	8	37	41	15	0
NYSAA	0	0	0	0	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	22		45		38		30		0
4	33		47		33		36		0
5	27		29		40		29		0
6	17		50		28		16		0
7	14		31		26		20		0
8	11		29		3		0		0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	10		25		47		65		0
8	16		22		32		15		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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
 The teachers use Fountas and Pinnell benchmarking assessment and teacher created assessments for initial and periodic assessments. The outcomes from these assessments will determine the literacy skills and reading levels (Fountas and Pinnell) for each student. The teacher will also use this data to drive instruction in the classrooms. Teachers will meet to disseminate data and plan future instruction. The data indicates that ENLs who are proficient do better at grasping the material and seem to progress quicker. The data helps teachers plan for RTI tiers of learning and instruction. The data will also help teachers create small group instruction which lends itself to guided practice during guided reading and leveling of classroom libraries.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 A review of the NYSESLAT and NYSITELL data indicates that in grades K through 8, students scored lowest in the writing subtest. Therefore, the implementation of Writers Workshop and the Writing Process during Junior Great Books both play a huge part in developing our ENLs writing and overall skills. The focus for these learners is the integration of reading and writing into activities which call upon the listening and speaking skills. We see that many of our students moved up a level or more on the NYSESLAT. Most of our students are at the expanding level. The large increase in students scoring at the expanding level reflect the targeted instruction received previously. A focus on vocabulary and reading comprehension through Balanced Literacy is being used to continue growth.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
 Assessment results are reviewed for all students. Particular attention is paid to vocabulary and syntax of questions asked responses required and genre type for ELA as these factors relate to levels of language acquisition. This AMAO ELL information data reveals the at-risk factors and levels for each student. AMAO data also revealed that we had many students who made progress in English Language Acquisition. The information is used to make instructional decisions by the ENL teacher, classroom teachers and AIS staff. Teachers use running records, writing samples, teacher made assessment, observations and student conferences to further inform their practice. As a school, we have put an enormous focus on writing as an area of weakness. Classroom teachers and the ENL teacher are working to strengthen this modality and provide more students scoring proficient on NYSESLAT.

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

Results of the ELL Periodic Assessment are used by the ENL teacher as a predictor of the student's NYSESLAT performance.

Comparative data indicates that our ELL score higher in Listening than in Reading and Writing on the NYC Periodic Assessment. ELLs appear fluent in the ability to speak, but not evident in the other modalities. Teachers are using this data to focus on reading and writing skills. Skill analysis informs the teacher of the student's strength and weakness. After reflecting upon the effectiveness of ELL Periodic Assessment, we concluded that it needs to be aligned with the NYSESLAT by including a Speaking assessment. All ELL students will meet the high standards set for them as well as have access to all programs that non-ELL students have. It is the goal to provide an educational policy for ENL students that will offer alignment with NYC performance standards, ENL standards, primary literacy and NYS learning standards. The LAP committee will continue to gather and review ELL data that will drive instructional practices across the grades and provide the students with an academically rigorous curriculum.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

Teachers utilize RTI within the lassroom with small group instruction; focusing on individual needs of students. Teachers are constantly assessing students and using the results to plan future lessons and groups. Our school uses four assessment types for Tier 1 RTI, formative, screening, outcome, and test prep; they are aligned with day to day instruction. Data is collected and analyzed to plan further instruction. We have data driven Tier 1 instruction in our classrooms. Screening assessments determine our need for intervention of Tier 2 and Tier 3. We have implemented Reading Recovery as a Tier 3 intervention plan within our school for 1st graders. Students are provided with increasingly intensive, targeted instruction designed to match their learning needs, as demonstrated by performance on periodically administered assessments.

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

Data from Foundations in kindergarten and other program based assessments, LAB-R/NYSITELL, and NYSESLAT reports are used as an indication of second language development. Teachers take this into consideration while planning an dintroducting vocabulary, specifically with Tier 1, 2, and 3 words. all teachers use ENL/ESL strategies and methodologies to help build language learners English language skills. On a classroom level teachers have common planning time with teams of teachers that include the ENL teachers. The ENL teacher supports the content area teachers in their instructional decisions to include second language development in their planning progress.
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?

We do not have a dual language program.

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

We evaluate the success of our ENLs by the ELA results and NYSESLAT, examining the percentage of students testing proficient/commanding each year, moving up levels is a strong idication of program success.

## Part IV: ELL Identification Process

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

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

The ELL Identification Process includes the following four steps:

- a. the administration of the HOmE Language Identification Survey (HLIS) which includes an interview with the student and parent to determine the student's hom language.
- b. determination of eligibility to take the NYS Identification test for English Language Learners (NYSITELL).
- c. the administration of the NYSITELL 1.
- d. the administration of the Spanish LAB to newly identified ELLs whose home language is Spanish.

At registration we administer the Home Language Identification Survey to new NYS admits in grades K-8 as well as those who have not been in a NYS public school for 2 or more years. Students who have not been in a NYC or NYS public school for 2 or more

continuous years are eligible to go through ELL identification process again. The existing Home Language Survey is reviewed by the Assistant Principal, Aileen Leibman, the Principal, Lisa Josephson, and/or the ENL teacher, Nicole Moore. They meet with the parents and student, conducting an informal interview, to fully and accurately complete the HLIS if new to the city or country. A review of the HLIS provides information to establish eligibility for NYSITELL screening. Additionally, the students' exam history is received by ATS and students' existing LAB-R/NYSITELL or NYSESLAT scores are used to group students accordingly.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

To identify SIFE students within 30 days of enrollment we currently interview these students and guardians, the process includes a very thorough SIFE oral interview questionnaire. Additionally, we look at students LAB-R/NYSITELL score and Spanish LAB score if applicable. The students work is also considered as an assessment piece, therefore the interview requires a review of the student's abilities or work samples reading and writing in English and the home language and math that are collected or generated during the interview. If we were to have SIFE students they would be offered Academic Intervention Services and rTI support services. In addition to the mandated instructional requirements, these students would be invited to attend our ENL after-school program and ENL summer school. The ENL teacher would work closely with the classroom teacher to ensure adequate progress of these students.

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).

Students that have an IEP and a home language other than English are presented to the language proficiency team (LPT). The LPT reviews evidence of the student's English language development and determines if the student has language acquisition needs and should take the NYSITELL. Parents are notified in writing in English and their home language. Letters are sent home with children in their parent/teacher correspondent folders. As per the RLAT and/or Exam History reports the NYSESLAT scores of students from previous school years are checked to determine continuing entitlement to services. The parents of these students are therefore notified of continuing entitlement for services. They are also notified in writing. Parents are invited to a parent orientation session within ten school days after the enrollment of child. To ensure that parent surveys and program selection forms are returned parent orientation meetings are held monthly throughout the school year. Parents are invited to attend. They are contacted in writing and when necessary by telephone and personally when seen at the school during arrival or dismissal of students. All forms are requested to be filled out right after the meeting. Copies of HLIS, entitlement letters, no longer entitled letters and NYSESLAT scores are kept on file in the ENL teacher's room in the Compliance Binder.

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.

Entitlement letters, Continued Entitlement Letters, Parent Surveys and Program Selection forms are both sent home with students and mailed to the home. The Parent Coordinator and the ELL Coordinator reach out to parents to ensure that all forms are returned. All forms are kept on file in the school.

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 via a letter of entitlement or non-entitlement that they have a right to appeal ELL status within 45 days of enrollment. They are also informed verbally of their rights during individual and/or parent orientation meetings. All communication is in English and the parent's preferred language.

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 given letters that explain support services their child is entitled to, based on the child's score on the NYSITELL/LAB-R. Attached to these entitlement letters are Parent Program Selection Forms. Parents are invited to attend a parent orientation meeting with the Parent Coordinator and the ELL Coordinator, where they view a video that explains the support service programs offered in the New York City Department of Education. After viewing the video, and after all parent questions are answered, parents select their program choice. The Parent Coordinator and the ELL Coordinator reach out to parents to ensure that program selection forms are returned. This process occurs within the first days of student enrollment in The Walter Ward School PS 232. 2a. For parents who have previously selected a TBE/DL program as program as per the Parent survey and selection form where it is not currently offered; communication via their home language will be provided in a written and oral format when the program becomes available.

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

Parent Surveys and Program Selection forms are distributed to parents at the orientation meeting. Parents that did not complete the survey and selection form at the orientation meeting will receive a call from the ENL teacher or Parent Coordinator to remind the

parents to return the completed forms. If necessary, additional copies are sent home with the student as well as mailed to their homes.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. Parent Surveys and Program Selection forms are distributed to parents at the orientation meeting. Parents that did not complete the survey and selection form at the orientation meeting will receive a call from the ENL teacher or Parent Coordinator to remind the parents to return the completed forms. If necessary, additional copies are sent home with the student as well as mailed to their homes. The ENL teacher keeps track of all forms until they are returned. We also have parent orientations every month to work towards getting all parent surveys and program selection forms completed. The ENL teacher has records of all completed surveys and selection forms in the Compliance Binder. Parent selection is recorded in ATS on the BCNC screen. If parents have not completed these documents they are contacted via letter, email, or phone to schedule an appointment.
9. Describe how your school ensures that placement parent notification letters are distributed. Placement parent notification letters are distributed by mail as well as given to each student. As per CR Part 154.2, we are obligated to send the entitlement letters of ELL status notification within 5 school days letting them know the results and that they have the right to appeal the ELL status within 45 days of enrollment. Parents are notified in writing in English and their home language. Letters are sent home with children in their parent/teacher correspondent folders.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). PS232 retains all ELL documentation for each child in their cumulative record folder. The ENL Coordinator keeps a copy of the HLIS, non-entitlement, and entitlement letters on file in the Principal's office as well as in the ENL teacher's office.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year. The ATS reports that are used to ensure that all eligible students take the NYSESLAT are: RDGS, RLAT, BESIS, RBEX, RYOS and RNMR. All ATS reports are cross referenced to ensure that all students who are eligible take the NYSESLAT exam. The NYSESLAT is given under State testing conditions to ensure that all students complete all four modalities (components) of the exam.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Continued entitlement and transitional support parent notification letters are distributed by mail as well as given to each student. As per the RLAT and/or Exam History reports the NYSESLAT scores of students from previous school years are checked to determine continuing entitlement and transitional support services. The parents of these students are therefore, notified of continuing entitlement for services. They are notified in writing in English and their native language. Parents are invited to a parent orientation session within ten days after the enrollment of child or notification of continued services. Copies of all parent notification letters are kept on file in the ENL teacher's room in the Compliance Binder.
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).  
As per our current data, the trend is that most parents select ENL as their program choice. We had newcomers enter the program this year and all of them selected ENL as their first choice. It has been the experience that parents are unwilling to consider transfer of their children to any school which might be available to their child with a bilingual program. Parents express that they want to keep their children in their neighborhood school. We expect this trend to continue. We will continue to review and collect data from Parent Surveys and Program Selection forms to assess the number of parents selecting each option.

## Part V: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
  - a. Freestanding ENL program.  
The freestanding ENL program is designed to support ELLs in second language development. ENL is provided as a pull-out program for students in grades K-i where students are grouped by grade and level of proficiency.
  - b. TBE program. *If applicable.*  
not applicable
  - c. DL program. *If applicable.*  
not applicable
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?  
The ENL teacher reviews all data from the NYSITELL, LAB-R and NYSESLAT Exams in order to identify each student's proficiency level to ensure that mandated instructional minutes are provided. As per CR-Part 154-2, entering ELLs receive 360 minutes of ELL instruction per week; 180 minutes of stand alone and 180 minutes of integrated. Emerging ELLs receive 360 minutes of ELL instruction; 90 minutes of stand alone and 180 minutes of integrated with 90 minutes of flexibility in either stand alone or intergrated. Transitioning students receive 180 minutes of ELL instruction; 90 minutes of integrated with 90 minutes of flexibility in either stand alone or integrated. Expanding ELLs receive 180 minutes of integrated ENL. Commanding ELLs receive 90 minutes of ELL instruction with flexibility in stand alone or integrated.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.  
Content area instruction is delivered in English using ELA methodology and instructional strategies. ESL teachers push-in to content area classes to assist all level ELLs. Instruction is aligned with ESL and ELA standards. To assist in making content more comprehensible, ELL students are provided with bilingual dictionaries and/or glossaries. ELL students are also paired with other students who speak the same native language and have a strong command of English. These students act as "buddies" and work collaboratively with their partners to improve content area understanding. Currently, benchmark, formative and summative assessments are used to gauge acquisition of the English language. The ESL teachers work in collaboration with the General Education teachers to differentiate the material and scaffold instruction to ensure that it is age and content appropriate.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?  
All ELLs are ensured proper and appropriate evaluations in their native language. Whenever necessary, stuents are provided assessment in their native language. All NYS tests are provided in the student's native language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
To ensure that our ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year we do ongoing assessments. Formal and informal assessments are utilized such as running records, observations/anecdotal notes, questions, graphic organizers, and short quizzes these assessments are ongoing. Other screening measures are done every three months (Fountas & Pinnell). Additionally, our school programs have unit assessments and extra ELL support and materials that can be used as assessment piecces. The ENL teacher uses "Getting Ready for the NYSESLAT as a form of assessment during the school year. Our balanced literacy program promotes language development.
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 statusDifferentiation of Instruction for all ELL subgroups includes: embedding definitions and language in content areas, using real world artifacts and visual aids to support comprehension, drawing on student background to activate prior knowledge, and the use of tiered questioning to support the development of higher order thinking in English.
  - a. SIEF students: Content area and ENL teachers meet and conference about the individual achievement levels and needs of the students. Students who appear to be falling far behind are referred to the School Based Support Team for evaluation.
  - b. Newcomers (0-3 years): Teachers use cooperative learning techniques in the content areas to provide students to ELL students. Students are regularly assessed to determine their progress. ENL teachers work closely with content area teachers to scaffold instruction. ENL teachers also schedule planning time to meet the needs of their studetns when they push-in to content area classes.
  - c. ELL students receiving 4-6 years of service: Use of adapted literature to insure authentic and high quality reading. Use of

leveled and non-fiction libraries to provide high interest material at students' present reading level. Content area teachers conference with ENL teachers to scaffold subject area material. All material is differentiated but rigorous to insure students meet current state standards in all core subjects.

d. Long-term ELLs: Use of adapted literature to insure authentic and high quality reading. Use of leveled and non-fiction libraries to provide high interest material at students' present reading level. Content area teachers conference with ENL teachers to scaffold subject area material. All material is differentiated but rigorous to insure students meet current state standards in all core subjects. Individual needs are assessed by teachers. Teachers use data inquire to monitor progress and refer students to the School Based Support Team if needed.

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.

If there was an appeal within 45 days then after 6-12 months we would reevaluate or revisit the students to see how the student is doing with/without services. The principal will consult with a qualified staff member in the school, the parent, and student to then determine if the student may have been adversely affected by the determination. If the student was found to be adversely affected the principal will then provide additional support services to the student and notify parents of the final decision made within 10 school calendar days.

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

We use the Balanced Literacy Program in grades K- 8 and supplement with Junior Great Books in grades 4-8. The curriculum provides extra ELL support kits and instruction that promote language development. All teachers have access to SESIS. They review students IEPs and arrange schedules and programs accordingly to meet all mandates on IEP. Whenever necessary, student is provided with a bilingual instructor and/or paraprofessional. The certified ENL teachers for grades K-8, utilizes a variety of instructional techniques, strategies, and ENL methodologies to enhance the academic performance of English Language Learners. The instructional techniques employed during instruction include modeling, scaffolding, bridging, contextualization, schema building, text representation, and metacognitive development. Through a thematic approach to teaching students are taught the four modalities of language: reading, writing, speaking, and listening; using the aforementioned instructional techniques. During the thematic approach to instruction the five ESL approaches are employed. They include Cooperative Learning, The Natural Approach, The Language Experience Approach, Total Physical Response, and the Whole Language Approach. For students at the beginning language level, instruction focuses on Basic Interpersonal Communication Skills (BICS). As students reach the intermediate and advanced levels of language the focus shifts towards Cognitive Academic Language Proficiency (CALP).

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?

Small group instruction for long-term ELLs addresses the deficient skills as determined by the NYSESLAT Exam. The Title III after-school program that focuses on literacy skills. All students with disabilities are mainstreamed as much as possible; to include; but not limited to, gym, lunch, mainstreaming and reevaluating IEP's where necessary to provide a least restrictive environment.

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	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

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



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

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	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

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

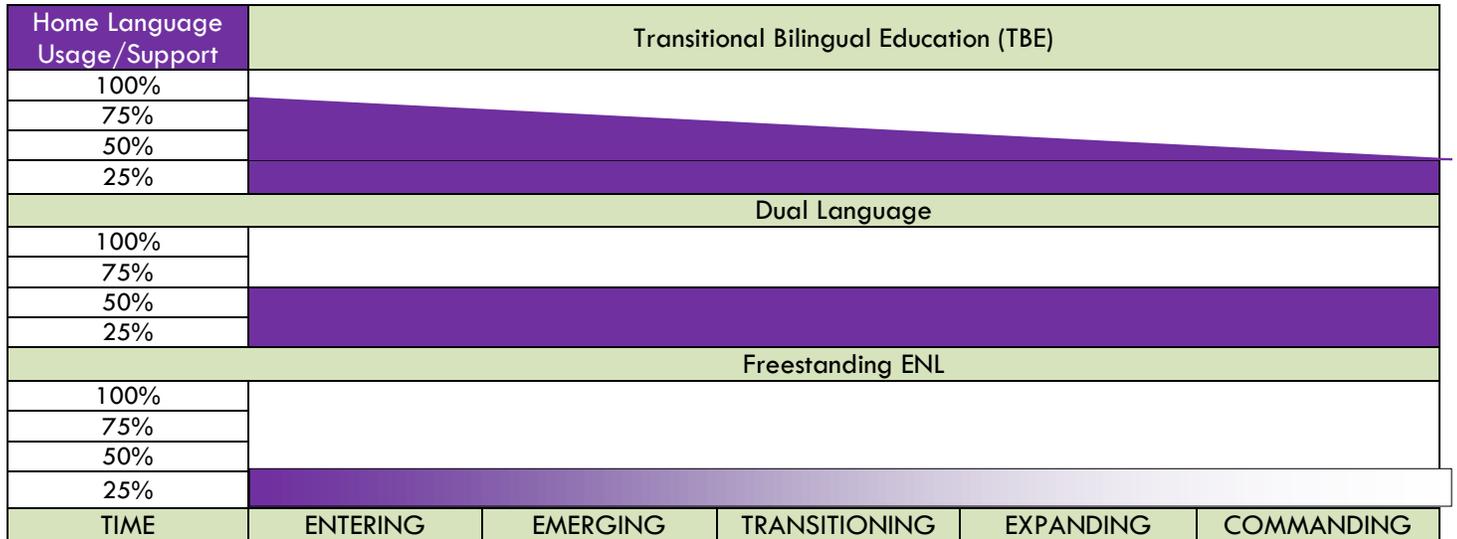


\*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

### Home Language Usage and Supports

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



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. Long term and Advanced ELL students are being targeted for writing intervention as well as an intensive look at Reading/Writing throughout the content areas; which is where our students seem to struggle the most. The students are also provided glossaries/dictionaries and native language novels that support language acquisition. SWD who are also an ELL student receive all mandates described in their IEP.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
Our current program proves to be effective in the data we collect. We track students using baseline and unit assessments. What we reveal in our informal assessments translated in to the progress on the NYSESLAT.
12. What new programs or improvements will be considered for the upcoming school year?  
For the upcoming school year, we are training staff on the use of a computer based program, Imagine Learning. A greater emphasis has also been placed on differentiated tiered instruction in all classes which enables us to meet the academic needs of our ELLs. We also want to improve our attempts with RTI to ensure success for all of our students and maintain meeting the AYP every year.
13. What programs/services for ELLs will be discontinued and why?  
None.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
All ELL students are invited to attend after-school programs housed at The Walter Ward School PS 232. We currently are offering a 14 week Studio in a School art residency to our ELL students.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.  
The instructional materials used to support ELL students include: SMART boards, lap tops, individualized computer program, Imagine Learning.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
In ENL native language support is provided through computer programs, picture dictionaries, thesaurus use, books in student's native language, and translation websites. Our own school website translates all announcements into any language.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
Service support corresponds to ELL student ages and grade levels. Students are provided independent readers at their readability level and are scaffolded through teacher and student support to engage with all material that is appropriate for both content and age level.
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).  
Each June, newly enrolled students are welcomed. The students meet various staff members and are introduced to the school environment during walk-through tours. This helps acclimate the students so they are more comfortable when school begins. Students are also when possible, "buddied" with a same language partner to aid in the transition.
19. What language electives are offered to ELLs?  
not applicable
20. For schools with dual language programs:
  - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
  - b. In which language(s) is each core content area taught?
  - c. How is each language separated for instruction?
  - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?not applicable

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
This year the staff will be provided with intensive professional development with a focus on Differentiated Instruction, Writing, and Effective Strategies for English Language Learners such as, schema building, contextualization and modeling.
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?  
All teachers including ENL teachers have and will continue to have ongoing training in Common Core. ENL teachers attend department meetings to ensure that they too are aligning their lessons to the Core. Additionally during department meeting and common planning content area teachers meet and plan with the ENL teachers. The ENL teachers support and share best practices with them so that they can differentiate and plan accordingly to meet the needs of ENL students while aligning to the Common Core.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
PS 232 is a K-8 school, therefore as our elementary students' transition to middle school, staff of ELLs receive an eligibility list with NYSESLAT scores as well as full access to STARS which provides indicators and data on ELLs. All data on students are compiled and reviewed by teachers. Our ENL teacher is available to provide professional development as needed which can include compliance and instructional issues, preparation for the NYSESLAT and program design. Middle school students are provided with a list of ELL High Schools, open house opportunities and summer school preparation courses for ELLs.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.  
Our school provides professional development to all teachers and administrators that specifically address the needs of English Language Learners. A minimum of 15% of the required professional development hours for all teachers prescribed by CR Part 80 must be dedicated to language acquisition including a focus on best practices for co-teaching strategies and integrating language and content instruction for English Language Learners .

### 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?

Parent and community involvement is paramount to the success of ELL students. Classroom teachers are encouraged to work collaboratively with parents to ensure that they best meet the needs of ELL students. The ENL teacher holds meetings for parents to educate them on the programs available to ELL students including their parent choice options to place the children either in a bilingual or dual language program and state assessments and standards. All teachers are contracted to meet with parents individually. Tuesday afternoons are allotted a 40 minute time frame to conference with parents regarding their children. We have staff available for translation service in the parent/guardians preferred language. If necessary we contact the Office of Translation and Interpretation Unit for provisions. .

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

Records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated. The following takes place throughout the year: in person meetings, phone calls, letters in both English and native language, etc.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. We meet individually with the parents or guardians of English language learners at least once a year, in addition to parent-teacher conferences, initial parent orientations, quarterly progress meetings or other scheduled meetings provided for parents or guardians, to discuss the goals of the program, their child's language development progress, their child's English language proficiency assessment results, and language development needs in all content areas. This additional meeting should include school staff necessary to sufficiently inform the parents or guardians about the child's language development in all content areas in English and in the child's home language in the case of students enrolled in a bilingual education program. Such meeting is conducted with a qualified interpreter/translator in the language or mode of communication the parent or guardian best understands. Parent engagement is mandated and time is provided to annually meet with ELL parents. The ENL teacher has a compliance binder and data binder to retain all records of her outreach to parents whether face to face, email, letters, or by phone conference. We keep parent engagement appointments sheets, parent sign in sheets, and parent communication logs on record. During any or all of these meetings we discuss the goals of the program, their child's language development progress, their child's English language proficiency assessment results, and language development needs in all content areas. Meetings are conducted with a qualified interpreter/translator, through the Translation and Interpretation Unit, if needed. We also currently have 5 personnel available on staff for translation and interpretation.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Yes, Studio in a School, Midori and Friends, INC. , and Hispanic Federation Pathways to Academic Excellence are a few agencies and organizations that have and will be coming to work with our students and parents of ELLs.
5. How do you evaluate the needs of the parents?

To evaluate the language preference needs of the parents we refer to the HLIS where the parent indicated the preferred language for verbal and written communication. Ms. DiBenedetto, the parent coordinator, listens to their concerns, refers them to supervisors, APs, the principal, Special Ed Dept., and testing coordinator. For social services, she provides referrals to Community pantries. She makes phone calls to various agencies and politicians where she voices their questions and concerns. The Parents Association also conducts weekly workshops, sent home on monthly calendar in the students' home languages. Parents are encouraged to attend the workshops and meet other parents as well. Parents are also given the opportunity to have Question and Answer sessions with staff members and form their own workshops.

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

Program activities that were done to assist newly enrolled LEP students included staff development on how to make ELL students more comfortable in school. In addition to these meetings, we hold parent orientation sessions on how data affects their children and how to improve instruction. Meetings are held on a monthly basis, congruent to the Parents' Association meetings. Both the Parent Coordinator and Pupil Personnel Secretary also attend the workshops. Translation services are available via the Spanish teacher, ENL teacher and the office of Translation. Forms are sent home to parents in both English, Spanish, and/or the parents' native language. The Parents Association also conducts monthly workshops, sent home on monthly calendar in the students' home languages. Parents are encouraged to attend the workshops and meet other parents as well. Parents are also given the opportunity to have Question and Answer sessions with staff members and form their own workshops. The parent coordinator works closely with our parents.

#### **D. Additional Information**

Include any additional information that would be relevant to your LAP and would further explain and highlight your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

**Paste response here:**

School Name: 232

School DBN: 27Q232

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)
Lisa Josephson	Principal		10/1/15
Aileen Leibman	Assistant Principal		10/1/15
Jennifer DiBenedetto	Parent Coordinator		10/1/15
Nicole Moore	ENL/Bilingual Teacher		10/1/15
Lori Romanelli	Parent		10/1/15
	Teacher/Subject Area		
	Teacher/Subject Area		
Lori D'Andrea	Coach		10/1/15
Regina Espinosa	Coach		10/1/15
Annette Black	School Counselor		10/15/15
Mary Barton	Superintendent		10/1/15
Pierre Galvez	Borough Field Support Center Staff Member		10/1/15
Cahterine Branigan	Other <u>Related Service Prov</u>		10/1/15
	Other _____		
	Other _____		

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

*Requirement under Chancellor's Regulations – for all schools*

DBN: **27Q232** School Name: **The Lindenwood School**  
Superintendent: **Mary Barton**

### Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training ([www.learnndoe.org/tiu/lac](http://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

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

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

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

## Part B: Creating a Communications Calendar

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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.)

Principal's Monthly Newsletters to Parents  
September Welcome Newsletters to Parents  
Letters and announcements regarding academic and social activities occurring throughout the school year  
Announcements regarding assemblies of student celebrations, PTA meetings and activities, Safety meetings, and Parent/Teacher nights.  
School calendars including New York State Testing Dates  
Student curriculum such as translated Go Math worksheets and assignments and newsletters  
All letters from the Principal and Assistant Principals are translated

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

Meet the Teacher Night: Sept. 17, 2015 - 4:30 - 7:30 p.m.

## Part C: Providing Language Assistance Services

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

Currently we are utilizing the telephone service provided by the NYCDOE Translation Service and Interpretation Unit. It is used for additional aide in oral translation services. The phone number for this unit is available to all staff, including school secretaries, the nurse, and school safety agents, to use in the event that immediate oral translation services are required. A Telephone Messenger to alert parents of upcoming school events and unexpected news is also used by our school and it is translated into necessary languages. There are signs advertising this service in the school entrance, the lobby, and one each floor of our building.

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

Interpretation Services are provided over the phone via the Translation and Interpretation Unit and all face-to-face translations are provided by school staff. Additionally, we have a paraprofessional, Ms. Figueroa, who is fluent in Spanish. One of the kitchen staff is fluent in Urdu.

#### **Part D: Training Staff on Policies and Procedures**

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

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

#### **Part E: Providing Notice of Language Assistance Services**

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

##### Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

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

#### **Part F: Monitoring and Quality Control**

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

Each year we distribute the NYC Learning Environment Survey and review its data for feedback on our quality of service to our parents with translation needs. Our Parent Coordinator ensures that all parents

receive the services they need and request if they are satisfied or if additional assistance is needed. Our E.N.L. teacher, Ms. Moore, asks each parent/guardian of our ELLs if they received and understood the information provided to them in their preferred language. Administrators verify with parents if they received the translation services they needed during conferences and meetings.