

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): **24Q239**

School Name: **P.S. 239**

Principal: **MICHELE DZWONEK**

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: PS 239 School Number (DBN): 24Q239
Grades Served: Pre-K – 5
School Address: 17-15 Weirfiled St Ridgewood, NY 11385
Phone Number: 718-417-2840 Fax: 718-417-2845
School Contact Person: Michele Dzwonek Email Address: mdzwone@schools.nyc.gov
Principal: Michele Dzwonek
UFT Chapter Leader: Jeanne Gausman
Parents' Association President: Alice Bautista
SLT Chairperson: Merissa Zambiasi
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

District: 24 Superintendent: Madelene Chan
Superintendent's Office Address: 98-50 50th Ave Corona, NY 11368
Superintendent's Email Address: Mchan2@schools.nyc.gov
Phone Number: 718-592-3357 Fax: 718-592-3770

Borough Field Support Center (BFSC)

BFSC: QPN Director: Lawrence Pendergast
Director's Office Address: 28-11 Queens Blvd
Director's Email Address: lpender@schools.nyc.gov
Phone Number: 917-225-2020 Fax: 718-391-6152

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)
Michele Dzwonek	*Principal or Designee	
Jeanne Gausman	*UFT Chapter Leader or Designee	
Alice Bautista	*PA/PTA President or Designated Co-President	
	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	
Merissa Zambiasi	Member/Teacher	
Dawn Matrochano	Member/Teacher	
Meredith torodash	Member/Teacher	
Warda Alghazali	Member/ Parent	
Ruth Tapia	Member/Parent	
Vanessa Lauresta	Member/Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Christine Fowler	Member/ Parent	
	Member/	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

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

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

PS 239 is located in Ridgewood, Queens. It is comprised of 638 students from Pre-Kindergarten through Fifth grade. Our community services both students who are native to the United States, as well as, immigrants from South America and Asia. We are an inclusive environment that provides special education services to students on every grade. Additionally, over 28% of our student population currently receives English as a New Language support in order to develop proficiency in the English language.

The staff and parents of PS 239Q work collaboratively to provide students with a well-rounded educational experience. Students receive instruction in English Language Arts, Mathematics, Social Studies, Science, Physical Education, Technology and the Arts. We have been able to provide all students with additional arts instruction through grants and our partnership with Arts Connection. Parental involvement, via the School Leadership Team, an active Parent Teachers Association, and parent volunteers, support teaching and learning. Parents are kept up to date on all aspects of their children's education through monthly newsletters, Parent Teacher's Association meetings, parent workshops and weekly Parent Engagement meetings and workshops.

In order to support and develop the "whole" student we subscribe to the PBIS system for behavior intervention. Behavioral expectations were developed around the traits of responsibility, respect and determination for students to exemplify in all aspects of their school community life. Students earn Dzwonek Dollars and are able to save up for incentives such as, Principal for the morning, cupcake decorating, script writing, Lego play, basketball and more. We have aligned our student of the month awards with character education and classes vote for the student who most embodies that month's quality. Our student council engages the entire community in fundraising efforts throughout the year. In the past, money has been raised for the Cancer Society, American Heart Association and the victims of the Nepal earthquake to name a few. We encourage our senior students to be members of our Safety Patrol in order to develop their perspective of community service. Attendance awards are given monthly to encourage students to be present each day.

Currently, all of our teachers are highly qualified in the areas they teach. Ongoing instructional support is provided through our coach and mentors. This year, we look forward to working with an Instructional Specialist through our Borough Field Support Center.

It is our belief that students learn best through quality instruction where strategies are modeled for students; students are given the opportunity to try with guided support, and then try with their peers, before doing it on their own. The ultimate goal is that they are able to apply their learning to other situations. Our students engage in high level discussions to increase their understanding of concepts across curricula. Teachers use information gleaned from these discussions, work samples and assessments to develop entry points and differentiated tasks to assist their students in developing their understanding of grade level materials which in turn raises their level of success. We provide at-risk students with the opportunity to work in small groups with specialists who are fully trained in the methodologies of Reading Recovery and Leveled Literacy Intervention. This year we will look to institute academic intervention on all grade levels to further assist students in meeting Common Core Learning Standards.

Professional Development for our staff is on-going. We will once again utilize a survey to develop an initial Professional Development plan. We will continue to monitor the efficacy of our professional development through observations and utilize the data gleaned from Advance to tailor professional development to meet the needs of our staff and hence, positively impact instruction and student outcomes.

Collaborative professional learning teams will work to analyze student work samples and adjust units of study to increase student progress. This intensive and ongoing support provides our pedagogical staff with the necessary tools and skills to positively impact student progress and performance. From this analysis, we will be able to identify the gaps in our instructional program. Once these gaps are identified, teams will work to determine proven strategies to supplement our curriculum. These strategies will be implemented and then re-evaluated for their effectiveness. If necessary, modifications will be made to ensure that students are successful and continuing to make gains.

Based on our School Survey it is noted that we have made strides in building Trust with all stakeholders in our community. Parents –staff trust has risen. Over eighty percent of parents who participate in the survey acknowledged that they felt respect by the principal and teachers. This increased communication and our ability to understand the whole child, hence, assist our students growth. Trust has grown for teachers as well. Teachers who took the survey expressed that they felt respected by the current administration and were able to express their feelings and concerns. Survey results also show an increase in teacher to teacher trust. Combining that with an increased trust in administration, we feel that we can have a greater impact on student achievement.

24Q239 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	648	SIG Recipient
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
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	96.7%	% Attendance Rate		93.2%
% Free Lunch	96.3%	% Reduced Lunch		1.2%
% Limited English Proficient	28.6%	% Students with Disabilities		21.4%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.1%	% Black or African American		3.9%
% Hispanic or Latino	77.7%	% Asian or Native Hawaiian/Pacific Islander		10.9%
% White	6.9%	% Multi-Racial		0.3%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	11.45	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		7.45
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	20.7%	Mathematics Performance at levels 3 & 4		28.1%
Science Performance at levels 3 & 4 (4th Grade)	64.6%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		NO
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
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	YES	Asian or Native Hawaiian/Other Pacific Islander		NO
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
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	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

Part 1 – Needs Assessment

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

Based on teacher reflections, students work samples, and an analysis of writing data sources, it was determined that we need to participate in cycles of learning focusing on the development of writing skills. Although students are able to verbalize and support ideas about topics and what they are reading, they have trouble transferring their knowledge into their writing. It was found that students also struggled with incorporating pertinent information from texts in their writing.

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, 8% of our students will be able to transfer their ideas, information from texts and conversations into their writing as evidenced by end of unit performance based assessments.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Teacher teams will participate in cycles of learning to analyze student’s needs and their ability to include pertinent text evidence</p>	<p>All students</p>	<p>June 2016</p>	<p>Teachers, administration, coaches, mentors and support staff</p>

Teacher of grades 2-5 will utilize Ready Writing to increase student understanding of the different writing genres	2-5 students	June 2016	Teachers, administration, coaches, mentors and support staff
Teacher teams will norm student work samples to develop a cohesive understanding of the rubric's expectations	All students	June 2016	Teachers, administration, coaches, mentors and support staff
Teachers in Kindergarten and 1st grade will infuse writing units with the Hockman Strategy to develop writing skills	K-1 students	June 2016	Teachers, administration, coaches, mentors and support staff

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.											
PBAs, unit rubrics, Hockman Strategies, self-reflection sheets, teacher feedback, ENL support staff, classroom teachers, coaches, mentors and professional development team											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
A baseline assessment will be given in September. Teachers of grades 2-5 will use the rubric from Ready Writing to set their student's baseline score and identifying strengths and areas of need. This rubric will be used throughout the year to determine student's growth as we move through the 6 units of study. We will use unit 3's data as our midpoint (February) review to determine our progress towards this goal.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

Part 2 – Annual Goal

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

Part 3 – Action Plan

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

Part 4 – Budget and Resource Alignment

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

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

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

Part 5 – Progress Monitoring

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

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

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

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

Part 1 – Needs Assessment

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

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.

Part 3 – Action Plan

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

Part 4 – Budget and Resource Alignment

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

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

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

Part 5 – Progress Monitoring

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

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

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

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
 - Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.
- As noted during the principal’s PPO, our professional development plan needs to be aligned to the Advance teacher rating system in addition to the Professional Development Teams Need’s Assessment Survey, in order to effectively assist teacher’s pedagogical development, hence increasing student achievement in all academic areas.

Part 2 – Annual Goal

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

By June of 2016, 100% of staff will participate in differentiated professional development that is aligned to data gleaned from the Advance teacher rating system and the PD Team’s Needs Assessment Survey, resulting in an increase in student achievement in all academic areas, as measured by agendas and sign-in sheets from professional development workshops and student work samples.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Provide teachers with a needs assessment survey so that they can identify their individual areas of growth</p>	<p>All Teachers</p>	<p>June 2016</p>	<p>Professional development team, administration, coaches and mentors</p>

Analyze school wide data from the Advance Teacher Rating System to determine domain specific areas of need	All Teachers	June 2016	Professional development team, administration, coaches and mentors
Paraprofessionals will attend workshops given by the UFT	All paraprofessionals	June 2016	UFT, administration, technology
We will utilize mentors to provide support to staff members	All Staff	June 2016	Mentors, coaches, PD team, administration

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
All grades will be represented on the PD team including administration. We will utilize Teaching Channel, Engage NY resources, Professional Learning Library guides, mentors, coaches, teachers sharing with teachers and the Handbook for Professional learning.											
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	X	Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
In February 2016, PD sign-in sheets and agendas will be reviewed to ensure alignment with the needs assessment survey results and the Advance data to determine if we will be able to meet our goal by June 2016.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

Based on current participation trends during workshops, PTA meetings, parent engagement meetings and Parent/Teacher Conferences, it is evident that we need to find ways to increase parent’s involvement in all aspects of the school community. We feel that an increase in parental involvement will, in turn, better support our students’ academic and social growth. According to an SLT parent survey, it was determined that language barriers and lack of child care were contributing factors to the limited parent involvement. Additionally, parents feel the need for support from outside professionals to address family needs.

Part 2 – Annual Goal

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

From September of 2015 to June of 2016 we will see a 10% increase in parental involvement in all parent engagement activities as evidence by sign-in sheets and parental feedback on workshop exit surveys.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Solicit parent volunteers to be Lead Parents for each class and serve as a liaison to support parent communication</p>	<p>All parents</p>	<p>June 2016</p>	<p>Teachers, Parent Coordinator, PTA members, administration</p>

We will utilize translation sets in order to increase understanding of information presented at workshops, meetings, conferences and activities.	All parents	June 2016	Parent Volunteers, Parent Coordinator, Teachers, administration
Bring in outside organizations that provide various family services based on the needs assessment	All parents	June 2016	Outside organizations, Parent Coordinator, administration, guidance counselor
Utilize the school's social media outlets, such as Facebook and Instagram, as well as, School Messenger and emails to improve parent/school communication	All parents	June 2016	Teachers, administration, parent coordinator, PTA, guidance counselor

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • School staff members will provide workshops to engage the parent community during Parent Engagement Tuesdays and collaborate with community organizations • PTA members will solicit lead parents and volunteers to translate during workshops and meetings • Translation head sets • School Aides to provide child care • Social media point person • School Leadership Team will create a parent needs survey 											
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		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
In February of 2016, we will analyze sign-sheets and workshop exit surveys to monitor our progress toward the 10% increase in parental involvement. We will also send out a midpoint survey to get feedback from parents. We will also use information gleaned from our School website log in's to determine increased use by parents.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	NYS assessments, F & P data, PBA rubric analysis	Multiple entry points, quick writes, PBAs, strategy lessons, guided reading	Small group, one-to-one and independent work time	Early morning, during the school day and after school programs
Mathematics	Envisions, NYS assessments, Math Exemplars, baseline data, exit slips	Mathletics, multiple entry points, strategy lessons, Khan Academy	Small group, one-to-one and independent work time	Early morning, during the school day and after school program
Science	NYS assessment, school based assessments, exit slips	Content reading, project based learning, Foss materials	Small group, one-to-one and independent work time	During the school day and after school program
Social Studies	School based assessments, exit slips	Content reading aligned with units of study, current events	Small group, one-to-one and independent work time	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	IEP referrals	PBIS, peer mediation, counseling session, character education, at-risk SETSS, Service Squad	Small group, one-to-one and independent work time	During the school day, and the Early morning program

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
At present, all of our teachers are highly qualified according to the NYS BEDS survey. Prospective teachers go through a rigorous interview process. All possess the required license for their particular assignment. Once a teacher is hired they receive in-house professional development from our coaches and mentor teachers on specific pedagogical practices employed at PS 239. All new teachers are assigned a mentor in their specific discipline for a one year period. Our teachers are involved in professional learning groups to share best practices and to develop and improve their pedagogical practices and student outcomes.

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).
Monday afternoons are dedicated to collaborative learning where we promote the "teachers teaching teachers" model. Teachers lead PD sessions on topics of high interest, as well as, needs identified by Advance data and a needs assessment done in June. Teachers will turnkey information gleaned during outside professional development workshop sessions and articles that they have read.

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.).
In coming Pre-Kindergarten and Kindergarten students and their parents are invited into participate in a transition orientation session to explain school wide policies and learn about school services and how best to support their children as they transition to our school community. Parents of students who require ENL screening are invited to be interviewed by an ENL department member who will also explain the program choices available to them so that they can make an informed decision for their children. After watching the Parent Orientation video, parents are asked to complete the Parent Survey and Selection form. An ENL department member will administer the NYSITEL to those students who are eligible.

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.
All students are administered the Fountas and Pinnell benchmark assessment to determine a student’s reading level. An evaluation of student data from end of unit PBAs along with the result or NYS assessments and MOSL is used to inform decisions for the formation of small groups, RTI groups and early morning and after school programs.

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 ¹ . 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 <u>that it has met the intent and purposes of each program whose funds are consolidated</u> ² . 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	346,190.00	x	11,17
Title II, Part A	Federal	55,834.00	x	20
Title III, Part A	Federal	20,944.00	x	20
Title III, Immigrant	Federal	0		

Tax Levy (FSF)	Local	3,306,840.00	x	11,17
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¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **PS 239Q**, 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. **PS 239Q** will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school. In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;

- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC) Template

PS 239Q, 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:

Standards and Assessments by:

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>P.S. 239</u>	DBN: <u>24Q239</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>50</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>5</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>3</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: _

- Extended Day P.M. Program (Wed. & Thu.) 2:30-4:00 p.m.

This Title III program has been designed to support our school's instructional goals and clearly addresses vital areas of need of our English Language Learners in Grades 3-5. Science is a content area need that supports New York City's instructional initiatives aligned with the Common Core Learning Standards. Furthermore, the data from the 4th Grade New York State Science Assessment reveals that the percentage of students receiving 3 or 4 on the test dropped from 86.6% in 2013 to 63% in 2014. Further, the 2014 NYSESLAT results and other data sources have helped us discover that our intermediate and advanced ELL students made the least amount of gains in terms of English Language acquisition and need more structured communication activities in order to promote the integration of speaking, listening, reading, and writing in ways that reflect natural language use. Further, this data also revealed that 35% (73/206) of our students who were at the intermediate and advanced proficiency level did not move from one level of proficiency to the next on the NYSESLAT due to their reading and writing skills, thus requiring them to remain at the lower proficiency level. An analysis of student work based on Pre and Post Summative Tasks have also confirmed that our students' writing skills are an area of need in Grades 3-5.

We will form three intermediate/advanced classes. This program has been designed to service approximately 50 students and will run from the beginning of January until the end of March. Each daily session will be for one hour and a half and run for approximately 22 sessions. The students will receive supplemental services from three common branch teachers and a fully certified ESL teacher who will co-teach with every class for a minimum of 90 minutes a week (two 45 minute sessions) in order to provide rigorous ESL strategies that will enhance and support their learning of science content through an inquiry-based approach. The ESL teachers will co-teach and use the following scaffolding strategies: conversational prompts, graphic organizers, TPR (Total Physical Response), word banks, visuals, shared reading, and shared writing with the ESL students in order to build their knowledge of the science content.

A supervisor must be hired and their salary has been incorporated into the budget since it is the only after-school program that has been organized for 2014-2015 school year.

In order to promote their content knowledge in science, topics have been selected in alignment with the NYC Scope and Sequence by grade level. The students in Grade 3 will explore the laws of forces and motion through supported investigation. Grade 4 will focus on inquiry into electricity and magnetism. Grade 5 will delve into the topics of ecology and the environment, including renewable resources.

Using the Discovering Science through Inquiry series, by Teacher Created Materials, students will experience hands-on science exploration around these particular topics. The series follows the 5E model (engage, explore, explain, elaborate, evaluate). Digital resources support student learning through the use of video clips and images related to each topic. There are leveled background information and assessment tools that teachers will use to modify their instruction according to specific students' needs. Finally, the student books aligned to each grade level topic provide opportunities for students to develop their informational writing skills.

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 will be coordinated by the principal, assistant principals and literacy coach and will take place on January 4th and January 5th. The professional development provided will address the needs of the staff in order to build their capacity to implement the New Language Arts Progressions, and meet the academic, emotional, and social needs of the students. Teachers will become familiarized with the Discovering Science through Inquiry kit and accompanying resources, assessments, and supporting materials.

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All teachers in the Title III program will receive professional development throughout the school year during the 80 minute block of time on Mondays. This professional development will include the following topics: higher order thinking questions, discussion techniques, using data to drive instruction, analyzing student work, reading and writing strategies based on trends in student work, and differentiation for ELLs.

Part D: Parental Engagement Activities

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

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

Begin description here: _

• Parenting Class: Lifeskills through Literacy (Wed. & Thu.) 2:30-4:00 p.m.
The Parent Involvement component of this program will provide our ELL Parents with sessions on Wednesdays and Thursdays, which will be taught by a fully certified ESL teacher. The duration of each session will be for one hour and a half and run for approximately 22 sessions. This class will be geared to adult beginning learners of English. Basic language skills will be the primary focus in order to help adult learners acquire communication and literacy skills necessary to function in everyday situations. Learning will be scaffolded to support their acquisition of conversational skills in English as well as learn the expected social behaviors of their new culture. In addition, several sessions will be conducted in the computer lab to familiarize them with technology resources such as ARIS, EngageNY, and Khan Academy to support their students' academic learning. Further, web-browsing that emphasizes links to educational products, homework help, and health and safety are some additional topics that will be covered. Translations will be available for parents through the use of over-the-phone Translation Services, if needed, and depending on the language of the parents in the class. Parents will be notified of these classes in their preferred language through translated notification letters based on their answers to Part 3 on the Home Language Survey. In addition, the parent coordinator will offer several parent workshops throughout the year and will notify parents of the workshops through translated letters in the parents' preferred language based on their answers to Part 3 on the Home Language Survey. The topics of these workshops will include building students' reading and vocabulary skills.

Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	=====	=====

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

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

District 24	Borough Queens	School Number 239
School Name Police Officer Ramon Suarez School		

B. Language Allocation Policy Team Composition

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

Principal Michele Dzwonek	Assistant Principal Debra Rudolph
Coach Lisa Hampton	Coach NA
ENL (English as a New Language)/Bilingual Teacher Sammantha Lorenzoni	School Counselor Jeannine Brugge
Teacher/Subject Area Katie Dunn	Parent Alice Bautista
Teacher/Subject Area Alyson Hughes	Parent Coordinator Gloria McClure
Related-Service Provider Priscilla Levy	Borough Field Support Center Staff Member type here
Superintendent	Other (Name and Title) type here

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	5	Number of certified bilingual teachers not currently teaching in a bilingual program	1	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	1
Number of certified ENL teachers not currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	623	Total number of ELLs	183	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	183	Newcomers (ELLs receiving service 0-3 years)	127	ELL Students with Disabilities	45
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	56	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	127	0	21	56	0	24				0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	35	23	18	24	20	30								0
Chinese	2	0	1	2	0	0								0
Russian	0	0	0	0	0	0								0
Bengali	0	0	1	0	0	0								0
Urdu	0	0	0	0	0	0								0
Arabic	2	2	3	2	3	0								0
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	0	0	0	0	0	0								0
Punjabi	0	1	0	0	0	0								0
Polish	0	0	0	0	1	0								0
Albanian	0	0	0	0	0	0								0
Other	3	2	2	2	3	1								0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of your school.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	1	0	0	5	5	5								0
Emerging (Low Intermediate)	3	5	1	6	3	2								0
Transitioning (High Intermediate)	5	3	3	5	4	4								0
Expanding (Advanced)	15	15	19	12	10	17								0
Commanding (Proficient)	18	5	2	2	5	3								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				1	0	0								0

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	14	9	6	5	8	7								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	20	3	3	0	0
4	18	4	0	0	0
5	24	1	0	0	0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	17	1	6	1	2	0	2	0	0
4	11	3	10	1	0	0	1	0	0
5	19	3	5	0	0	0	0	0	0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	3	3	13	1	6	0	0	0	0
8									0
NYSAA Bilingual (SWD)									0

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.

1. Our school uses running records to assess our students in reading and the data revealed that more early reading intervention is needed. Further, the data revealed that the students in LLI achieved greater reading level gains across a school year versus those students receiving academic intervention in reading using the workshop model approach. Thus, we made the following program adjustments: Our RTI reading teachers are using Fountas & Pinnell's Leveled Literacy Intervention Program for students reading well below grade level. Further, we plan to provide our beginner ELL students with Fountas & Pinnell's Leveled Literacy Intervention support later on during this school year, once they have acquired basic language skills.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

Overall, our NYSESLAT data from 2014-2015 indicates that 40% (73/183) of our ESL students demonstrated progress and moved up one or more overall proficiency levels. 45% (33/73) of those students were at the Intermediate level, 27.5% (20/73) were Beginner ELL learners and 27.5% (20/73) were Advanced ELL learners. Our Intermediate ELL learners demonstrated the greatest success in moving up at least one proficiency level.

19% (35/183) of our students have been identified as being Commanding in English. The majority of these students were Advanced ELL learners in kindergarten and in grade one.

Our data also reveals that 52% (95/183) of our students did not move up at least one overall proficiency level. The majority of them were Advanced ELL students in grades one and two.

The data also revealed that 8% (15/183) of our students moved down one or more proficiency levels. 80% (12/15) of these students were Advanced ELL learners. Upon further analysis, grade three had the most number of students that demonstrated negative growth.

Upon further analysis, fifty-seven students with disabilities are also currently ELL students in our school. 26% (15/57) demonstrated progress, 61% (35/57) did not move up at least one overall proficiency level and 13% (7/57) moved down one or more proficiency levels. Lastly, of the fifteen students that demonstrated progress, two of them are now Commanding in English.

Comparative Analysis (May 2014 → May 2015)

The data revealed that we slightly decreased the percentage of ELL students moving up at least one proficiency level to the next by 5.1% (45.1% → 40%). The data also revealed that we decreased the percentage of students that are now English proficient by 4.8% (23.8% → 19%). Upon further analysis, the percentage of ELL students moving down one overall proficiency level or more increased very slightly by 0.2% (7.8% → 8%). Lastly, the data revealed that the percentage of ELL students that remained at the same overall proficiency level based on their NYSESLAT scores from the year prior increased by 4.9%. (47.1% → 52%).

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Currently our school is in good standing. We use the AMAO tool to help us identify the students that are becoming long-term ELLs. The data reveals that most of our Developing ELLs have received 1s and 2s on the ELA and Math State Exams.

4. For each program, answer the following:

- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- What is the school learning about ELLs from the periodic assessments? How is the home language used?

Grade Three ELA

- The LEP females outperformed the LEP males by 8%.
- 11.5% (3/26) of our LEP students were proficient and/or excelled in ELA CCLS.
- In 2014, 0% (0/23) of our LEP students were proficient and/or excelled in the ELA CCLS. In 2015, 11.5% (3/26) of our LEP students were proficient.

Grade Four ELA

- 0% (0/26) of our LEP students were proficient and/or excelled in ELA CCLS.

Grade Five ELA

- In 2015, 0% (0/25) of our LEP students were proficient and/or excelled in ELA CCLS.

Overall, grade three has the greatest number of LEP students that were proficient and/or excelled in the ELA Common Core Learning Standards (11.5% 3/26). Grades four and five did not have any LEP students that were even proficient.

Grade Three Math

- The LEP females outperformed the LEP males by 14%.
- In 2014, 3% (1/27) was proficient in the Math CCLS. In 2015, 14% (4/29) of our LEP students were proficient and/or excelled.

Grade Four Math

- In 2014, 6% (2/35) of our LEP students were proficient in the Math CCLS. In 2015, 4% (1/26) of our LEP students excelled.

Grade Five Math

- In 2014, 0% (0/25) of our LEP students were proficient in the Math CCLS and this was also the case for our LEP students in 2015 – 0% (0/27).

Overall, grade three has the greatest number of LEP students that were proficient and/or excelled in the Math Common Core Learning Standards (4/29 – 14%). Grade five did not have any students that were even proficient.

- b. N/A. At this time, our school does not administer ELL periodic assessments in grades K-5.

c. N/A. At this time, our school does not administer ELL periodic assessments in grades K-5.

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*.]

5. The RTI team meets at our school meets monthly. During these meetings we discuss and review students across all grade levels that are receiving RTI interventions and/or are being recommended for Tier II/Tier III interventions. Tier II interventions are provided by trained personnel (i.e. Leveled Literacy Specialist/SETSS teacher) outside the classroom for fifty minute sessions, four-five times per week. Tier III interventions are provided by our Reading Recovery Specialists who work with individual students from grade one outside the classroom five times per week for thirty minute sessions. The school uses Fountas & Pinnell Running Records, math topic test data, summative tasks, and teacher conference notes to guide instruction for ELLs. Further, the data is used for RTI screening and ongoing progress monitoring and reporting.

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

6. A child's second language development is taken into consideration with respect to many instructional decisions at our school. We support our students' primary language throughout the day in all kinds of learning situations through proficient bi-literate teachers and students, if available. Our teachers, with the help of the students, are also careful to provide concrete instruction in order to help second language students learn and retain curriculum concepts. Further, the curriculum units that we have developed in ELA take a very thematic instructional route, which provides a welcoming and challenging curriculum for all students, regardless of ability, developmental language proficiency, or skill level. America in conflict, animal conservation, child labor, and rainforests are just a few examples of our curriculum units that are context-rich, high-interest, and interactive.

A child's second language development is also greatly considered when our teachers organize and conduct small group instruction, partner reading, and cooperative learning activities in order to promote active learning in all content areas.

Appropriate homework and ongoing assessment options, like our-in-class activities, also take into account our students' widely differing English language proficiencies. That means alternatives might include completing the assignment in the primary language, reporting orally, writing via illustrations, etc.

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?

7. Our school does not have a dual language program.

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

8. We evaluate the success our ELL programs through an analysis of data from a variety of data sources. This data is analyzed periodically by administration and teachers. We analyze running record levels, periodic assessment data, NYS exam results, pre-post unit assessments in reading, writing, and mathematics. Instructional practices are modified based on our evaluations. We also evaluate our ELL programs through informal/formal observations, walkthroughs, teacher feedback, and by reviewing and analyzing data that reflects student achievement and is later discussed during cabinet meetings. They are also reviewed and analyzed during grade conferences and common planning sessions that are conducted by our literacy coach to determine each program's effectiveness and student success. In addition, we analyze the results and growth made using the AMAO tool and the results and growth made on formal assessments, such as the New York State ELA and Mathematics Assessments. We use these assessment results and AMAO tool to see if ELLs have made adequate yearly progress.

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.

1. Upon registering their child at P.S. 239, parents and/or guardians must complete the Home Language Identification Survey (HLIS) with the assistance of a certified ESL teacher. The ESL teacher evaluates the HLIS and informally interviews the parent and the child in

English and in the native language to determine eligibility for NYSITELL testing, either using the DOE's over-the-phone translation service or through a certified bilingual teacher if the native language is Spanish. The ESL teachers who are responsible are Sammantha Lorenzoni, Laurie Dentale, and Meredith Helfenbein, who is also our certified bilingual teacher in Spanish. If the child is eligible for testing, Sammantha Lorenzoni, the ESL Coordinator, will administer the NYSITELL within ten days of the student's admission date. Students who are identified as entitled to ELL services are immediately placed in the appropriate class by an assistant principal in consultation with the parent in their native language, if available. Student placement is based on the following criteria: NYSITELL results, students' academic performance, language proficiency, and school history. Students who are entitled and are native Spanish speakers are administered the Spanish LAB to determine their proficiency in their native language, within the first ten days of school. NYSITELL and Spanish LAB grids are hand-scored and scores are kept on file at the school.

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).

In order to identify SIFE within 30 days of enrollment, an informal interview of the parent and child is conducted at registration time about the child's prior school experience. We also will ask parents to provide report cards and student work. If a child is suspected of being a SIFE, then the SIFE questionnaire is given.

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).

The Language Proficiency Team reviews evidence of the student's English language development. Next, the team makes a recommendation as to whether the child should take the NYSITELL or not. If the child does not take the NYSITELL, then the principal reviews the recommendation and if they are in agreement, then it is sent to the superintendent for review. If the child takes the NYSITELL, the ELL Identification Process continues as with all students.

The LPT is made up of Sammantha Lorenzoni, ENL Teacher with ESL certification, Meredith Torodash, ENL Teacher with ESL and bilingual certification, Priscilla Levy, Special Education Support Services Teacher, and Debra Rudolph, Assistant Principal, as well as the student's parent or guardian. The bilingual certified teacher provides interpretation services if the parent is Spanish-speaking. Alternatively, we use a qualified translator or over-the-phone translation services, when needed for the parent. We use Appendix EPRG to determine the student's SIFE status.

If the LPT determines that the student may have English language acquisition needs, the student will then be administered the NYSITELL. If the LPT determines that the student does not have English language acquisition needs and should not take the NYSITELL, the recommendation is sent to the principal for review. If the principal rejects the recommendation of the LPT, the NYSITELL is immediately administered to the student. If the principal accepts the recommendation, it is then sent to the Superintendent for a final decision. The parent is notified of the decision within 3 school days in their preferred language. The Superintendent makes a decision within 10 school days and if the recommendation is rejected, we will administer the NYSITELL to the student and notify the parent within 5 school days.

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.

Immediately after the NYSITELL is administered and scanned for grading, members of the ENL department distribute the parent notification letters. All notification letters to parents are in the parents' preferred languages.

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 informed during a face-to-face conversation with the ELL pedagogue, in the parents' preferred language through a bilingual teacher or over-the-phone translation services, during the orientation process regarding their right to appeal the ELL status within 45 days of enrollment.

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.

6. Parents of those students who are identified as entitled to ELL services are notified via a formal Entitlement Letter in the parents' preferred language and are invited to attend a Parent Orientation that acquaints parents with three types of ELL programs facilitated by a licensed pedagogue. This orientation is conducted within the first ten days of the student's enrollment. During the orientation, parents watch a DVD in their preferred language which describes the following programs in detail and are informed regarding the effectiveness of them based on research: Transitional Bilingual Education, English as a Second Language (ESL), and Dual Language. Parents complete a Parent Survey and Program Selection Form and their choice is documented for our records so that if fifteen or more parents in two contiguous grades of the same native language choose Transitional Bilingual Education, we will begin the process of creating a TBE program in that language. Parents must return the completed and signed form within 5 school calendar

days. If the parent does not return the form within 5 school calendar days, the student is placed in an ENL program since a bilingual program does not currently exist at the school. These students count toward the minimum threshold of 15 ELLs who speak the same language in one or two contiguous grades requiring the opening of a bilingual program. Parent Orientations are on-going throughout the school year and are offered during AM and PM hours to accommodate the parents' work schedules. Translations are provided by a bilingual certified teacher in Spanish. Other languages are translated by over-the-phone translation services as needed. Agendas and attendance sheets from these meetings are kept on file. In order to ensure that this process is completed within the first ten days of the students' admission to the school, the ENL teachers who assisted the parents in completing the HLIS will evaluate the HLIS during registration and will show the parent orientation video to parents of potential ELLs.

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.
A parent orientation is conducted during the registration process with the parents of potential ELLs in their parents' preferred language using a bilingual certified teacher for Spanish and over-the-phone translation services for other languages. We also maintain a spreadsheet to document trends in parent program choice which is updated each time there is a new entrant who is a potential ELL. If we reach the minimum threshold of 15 ELLs who speak the same language in one or two contiguous grades whose parents have chosen TBE on the Parent Selection Form, we would refer to our spreadsheet which documents this information and we would call these parents in their preferred language to explain that a TBE program will become available.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
The spreadsheet we maintain is monitored and reviewed by administration on a monthly basis to ensure that all forms are completed and returned. This spreadsheet is maintained by Sammantha Lorenzoni and Meredith Torodash of the ENL Department to ensure that all Parent Survey and Program Selection forms are completed and returned. The survey and selection forms are provided to the parents in their preferred language and they are completed during the registration process to ensure that they are fully completed and returned immediately.
9. Describe how your school ensures that placement parent notification letters are distributed.
After the Parent Survey is completed and NYSITELL grids are scored and scanned, placement parent notification letters are immediately distributed to students in the parents' preferred language.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
Our school retains all ELL documentation for each child in binders that are housed in the ELL office. The ENL teachers, Sammantha Lorenzoni, Meredith Torodash, Lesia Kozyk, and Kristen Cook are responsible for maintaining these records, including copies of HLIS, non-entitlement letters, entitlement letters, placement letters, and parent survey and selection forms. Originals of the HLIS are kept in the cumulative record for the child. Originals of the entitlement, non-entitlement and placement letters are given to the parents in their preferred language and one copy is kept in a binder in the ENL Department, while another copy is placed in the child's cumulative record. Originals of the signed continued entitlement letters are placed in the child's cumulative record. Originals of the Parent Survey and Selection Form are placed in the child's cumulative record, while a copy is kept in a binder housed in the ENL Department.
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.
11. English Language Learners (ELLs) are then assessed annually with the New York State English as a Second Language Achievement Test (NYSESLAT). The NYSESLAT is administered by our five certified ESL teachers, implementing the students' mandated testing accommodations and are organized into small testing groups to maintain an optimal testing environment. The five ESL teachers are Ms. Lorenzoni, Ms. Helfenbein, Ms. Dentale, Ms. Warren, and Ms. Kozyk. The ATS report used to determine NYSESLAT eligibility is the RLER (Revised LAB/NYSESLAT Eligibility Roster). The Speaking modality is scored by an ESL teacher who is not their regular teacher during the school year and their performance is recorded on Appendix D (Speaking Score Sheet for Individual Administration) for each student and then transcribed onto the official exam grids. For the other modalities, a school-wide schedule is organized across several days so that students are tested first in Session I, then Session II, and lastly Session III. Further, the schedule allows for at least a one-day break between each modality.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
At the beginning of the school year, the ENL teachers analyze the RLAT report and identify those students who are entitled to continuing English language services and those who are proficient in English, based on their NYSESLAT scores. Students who are identified as entering, emerging, transitioning, and expanding receive Continued Entitlement Letters in the parents' preferred language. A copy is retained in a binder in the ENL office, and another copy is placed in the student's cumulative record. Students who are identified as commanding receive a Non-Entitlement/Transition Letter in the parents' preferred language. A copy is retained in a binder in the ENL office, and another copy is placed in the student's cumulative record.
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).

13. The majority of parents in our school have chosen Freestanding ESL. During the 2015-2016 school year, the number of parents that chose ESL were 30 in K-5.

The number of parents that chose TBE was 6 in K-5 (4 for Spanish in K; 1 for Nepali in K; 1 for Nepali in 1st).

The number of parents that chose Dual Language is 24 in K-5 (18 for Spanish in K; 1 for Chinese in K, 1 for Nepali in K, 1 for Polish in K; 1 for Spanish in 2nd; 1 for Spanish in 4th; 1 for Spanish in 5th).

The program model that we offer aligns with parent request because most of our parents prefer that their children be placed in a program in which English is the language of instruction. Parents are informed in their preferred language that if parent requests reach the threshold of 15 or more ELL students in one or more contiguous grades, we will be required to open a bilingual program.

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.
 - 1 a. The ENL teachers utilize a push-in model during integrated ENL periods and a pull-out model during standalone ENL periods. During integrated ENL periods the ENL teachers will co-teach or conduct small group instruction using the Wonders curriculum to provide ELLs with individualized differentiated instruction. The students are homogeneously grouped by proficiency level to maximize servicing across all grades. Administration programs the four ENL teachers to ensure that the mandated instructional periods are provided according to proficiency level. One ENL teacher services of all Kindergarten and Grades 1 through 5 are serviced by three ENL teachers. The students are heterogeneously grouped with English dominant students to allow students to hear and converse with native language speakers of English. However, within these classes the students are grouped by proficiency levels in order to maximize ENL teacher services. One common prep a week has also been built into their schedules so that the ENL teachers can collaborate with classroom teachers for planning purposes and discuss specific students' needs.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
 2. Entering and emerging students receive 180 minutes a week of integrated ENL instruction with an emphasis on differentiating the Literacy content area instruction, as well as 180 minutes a week of standalone ENL instruction with an emphasis on speaking, listening, and language development. Transitioning and Expanding students receive 180 minutes a week of integrated ENL instruction with an emphasis on differentiating the Literacy content area instruction. Commanding students receive 90 minutes of integrated ENL instruction with an emphasis on continuing the growth of their language development in reading and writing for an additional two years.

Native language support is present in our ENL program through the use of native language texts for cross-cultural learning, realia, dictionaries/glossaries, visual aids, and partnerships between ELLs of the same native language to support them academically and socially as members of our school community.

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.
 3. During the literacy block, our ENL teachers support students using a push-in model to provide integrated ENL instruction using the Wonders curriculum. ENL teachers utilize the differentiated materials and strategies within this curriculum to

meet the needs of our students. During the second block of literacy, ENL teachers support students using small group instruction, including guided reading, strategy lessons, and conferences. During the third block of literacy, ENL teachers support students using the Ready Writing curriculum which utilizes a step by step approach to creating genre-based writing pieces. During the literacy periods, the ENL teachers provide students with small-group instruction using a variety of lesson structures, including cooperative group learning, class discussion, close reading and independent application. This supports learning in the four modalities of English as they learn new literacy skills and strategies. The ENL teachers also incorporate shared writing and interactive writing during strategy lessons to enrich language development for Entering and Emerging students. Strategy lessons for Transitioning, Expanding, and Commanding students focus on organization and development. Further, for students at reading levels A-H, a modified guided reading approach is utilized. This is an interactive approach to improve comprehension and affords students the opportunity to listen as the teacher models fluency by reading aloud the text. Further, the teacher presents the culturally-relevant text through a group discussion connecting the content and language structure to the students' personal lives through the use of realia and conducting a picture walk. During all ELA instruction, the ENL teachers scaffold learning via visuals, realia, TPR, and graphic organizers.

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

4. Our ELL students are appropriately evaluated in their native language through the Spanish LAB as well as formal NYS assessments which are offered in the students' native languages, if available. We also provide glossaries/bilingual dictionaries as instructional supports during the school day and if necessary for their use on informal/formal assessments.

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

5. We ensure that ELLs are appropriately evaluated in Speaking and Listening during academic class discussions throughout the year. Reading and writing modalities are evaluated throughout the year through pre tasks, benchmark assessments, and summative tasks at the end of each unit of study.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

6. Instruction is differentiated for the following subgroups:

6a. Our instructional plan for SIFE students will incorporate intervention and emotional support from our guidance counselor. These students will receive the mandated number of minutes per week of ESL instruction based on their proficiency level and in accordance with NYS CR Part 154. We will provide the students with a supplementary reading intervention program based on their reading needs during the school day, which would be in addition to them receiving ENL services based on their proficiency level. Our school has two such programs, which are Reading Recovery and/or Fountas & Pinnell Leveled Literacy Intervention System depending on the students grade and reading level. They will be invited to attend our 50 minute small-group program Tuesdays and Wednesdays where they will participate in Imagine Learning, which is a computer-based one-on-one instructional program. In addition, they will be invited to attend our Title III Extended Day Program to augment their reading and writing skills.

6b. The ELLs in our school that are here less than three years (newcomers) receive the mandated number of minutes per week of ENL instruction based on their proficiency level and in accordance with NYS CR Part 154. Emotional support is provided by our guidance counselor to help them effectively embrace our school culture during the month of September. This program focuses on improving students' vocabulary through direct instruction. The activities scaffold their learning of new words with Bloom's taxonomy. Further, K-2 students receive Fountas & Pinnell curriculum during the word work block, which occurs three times a week. These students also attend our 50 minute small-group program on Tuesdays and Wednesdays. They are also invited to attend our Title III Extended Day Program to augment their academic skills.

6c. Our 4-6 year Developing ELLs receive the mandated number of minutes per week of ENL instruction based on their proficiency level and in accordance with NYS CR Part 154. Within the mandated instructional time these students receive small group instruction in writing, which has been identified as their major area of weakness. Further, strategy lessons are conducted daily to address their individual writing goals. These goals strongly emphasize elaboration, maintaining focus, and sentence variety. These students are also provided with a supplementary intervention program to support their reading needs based on their reading levels. The supplementary intervention programs that are offered Reading Recovery/Fountas & Pinnell's Leveled Intervention System, depending on the students grade and reading level. These students also attend our 50 minute small-group program Tuesdays and Wednesdays. The students are also invited to attend our Title III Extended Day Program to augment their academic skills.

6d. Long-Term ELLs will receive the mandated number of minutes per week of ENL instruction based on their proficiency level

and in accordance with NYS CR Part 154. We will provide these students with a supplementary intervention program to support their reading needs based on their reading levels. The supplementary intervention programs that are offered are Reading Recovery/Fountas & Pinnell's Leveled Intervention System, depending on the students' grade and reading level. These students will attend our 50 minute small-group program Tuesdays and Wednesdays.

6e. Former ELLs are monitored closely and on an as-needed basis may continue to receive the mandated number of minutes per week of ENL instruction based on their academic/language needs. These students also receive supplementary reading intervention to support their reading needs based on their reading levels. The supplementary intervention programs that are offered are: Reading Recovery/Fountas & Pinnell's Leveled Intervention System, depending on their grade and reading level. Lastly, they are provided with the testing accommodations that are allowable by the state and are used consistently throughout the school year.

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 a student is re-identified as ELL or non-ELL, the principal will review the decision between 6-12 months following the date of the superintendent's notification to the principal, parent/guardian, and student. The principal will consult with the child's teachers as well as the parent/guardian and the student. If it is determined that the child's academic progress has been adversely affected by the re-identification, the principal will arrange for additional support services to be provided and may reverse the determination within the same 6-12 month period.

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?

7. Our classroom teachers have been trained to employ a variety of ESL strategies to make content comprehensible to enrich language development and differentiate learning for ELL students. The following are some of the instructional approaches and methods that are utilized: preteaching new vocabulary, visual support and realia, technology tools, interactive writing, shared reading/writing, graphic organizers, writing prompts, flexible grouping based on academic needs and language support, use of manipulatives, real-life experiences and field trips. In mathematics, the students are also provided with math materials in their native language. Our school library also offers a wide selection of native language literature to support content area instruction.

Teachers of ELL-SWDs use grade-level materials aligned with the Common Core and utilize instructional strategies to make complex texts accessible to all students, such as reading comprehension days prior to having students answer and discuss close reading text-dependent questions.

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?

Our school employs curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWD's within the least restrictive environment by providing a variety of supports. In terms of scheduling flexibility, we provide push-in ESL support to meet the needs of these students. EnVisions Math includes intervention components which are incorporated into math instructional periods throughout the week. Guided Reading and strategy lessons are additional curricular supports that also facilitate the diverse needs of these students in all content-areas.

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.

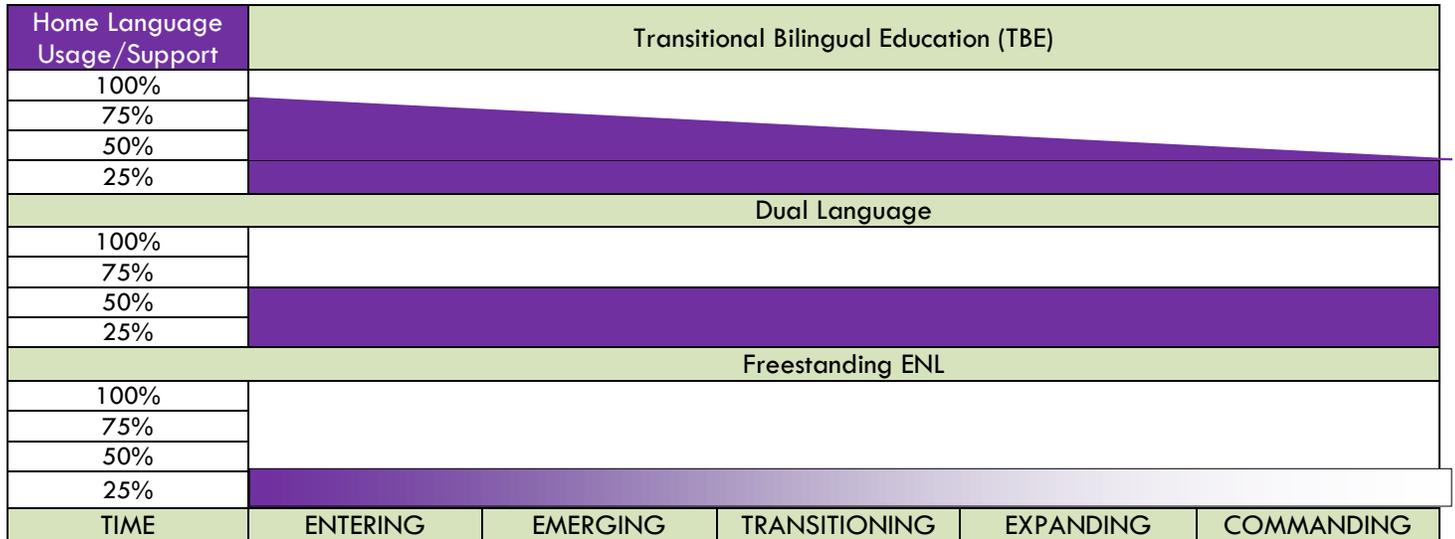


*Note “other approved services” does not apply to New York City at this time.

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. Our school provides our ELL students with two supplementary reading programs. They are Reading Recovery and Fountas & Pinnell's Leveled Literacy Intervention System, which are contingent on students' reading level. During a Guided Reading period, two guided reading sessions are conducted based on reading level. Further, contingent on the student's grade level, they can receive Fountas and Pinnell curriculum during Word Work. EnVisions Math is the program model used in our math classes. This program utilizes daily problem-based interactive math learning followed by visual learning strategies to deepen conceptual understanding by making meaningful connections for students. English is the language of instruction for all of the targeted intervention programs listed above, however native language support is provided for Spanish-speaking students in Math. Native language literature and glossaries are also accessible to ELL students to support their literacy development in English. Title III afterschool program is an additional intervention that our school offers to support our ELL students in all content areas.

During instructional periods when Science is taught, our school delivers content area instruction using the workshop model where there is a gradual release of instruction during the minilesson so that the content is first explicitly modeled and explained for students and then the students are given the opportunity to try out the strategy taught under the guidance of the teacher. During the work period small group differentiated instruction is provided based on assessed student needs.

During instructional periods when Social Studies is taught, our school delivers content area instruction using the workshop model where there is a gradual release of instruction during the minilesson so that the content is first explicitly modeled and explained for students and then the students are given the opportunity to try out the strategy taught under the guidance of the teacher. During the work period small group differentiated instruction is provided based on assessed student needs.

11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

We have found that our current program is effective in meeting the needs of our ELLs after analyzing our Spring 2015 NYSESLAT data. Based on the cut scores for proficiency in each of the individual modalities, our students passed most often in Reading and Writing. Our current program is effective in meeting the needs of our ELLs in their literacy skills as well as their language development.

All content areas, including ELA, Math, Social Studies, and Science, emphasize the practice of speaking and listening through class discussions, as well as reading and writing using scaffolds such as graphic organizers, sentence frames, and visual aids or realia.

12. What new programs or improvements will be considered for the upcoming school year?

We adopted a new Literacy curriculum for K-5 called Wonders. Its components include collaborative discussion, close reading of complex texts, vocabulary development, phonics, independent reading and writing. As of last year, we adopted Envision Math, as our school's math curriculum. We have also added a music cluster utilizing musical instruments that we have in the building, as well as a reader's theater period.

13. What programs/services for ELLs will be discontinued and why?

The programs that have been discontinued are Everyday Math, Foundations, and Comprehension Toolkit. We have found that these programs were not successfully meeting the needs of our ELLs.

14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

Equal access to all school programs is granted to our ELL students to promote their academic success. Our ELLs (0-3 years) benefit from receiving our Title III Afterschool Program, which incorporates My Access! (technology-based writing tool) and Imagine Learning. These intervention programs are all conducted in English. Our Developing ELLs (4-6 years) also have access to these intervention programs. Our Long-Term ELLs (completed 6 years) receive priority for all of the intervention programs above, and receive guidance support, if needed.

Our ELLs are invited to all school programs including afterschool arts programs and Title III afterschool programs through letters sent to the parents in the parents' preferred language. All ELLs are invited and fully participate in these programs.

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 our ELLs (0-3 years, 4-6 years, and those that completed six years) during Reading and Writing periods and all content area instruction include the following: visuals, realia, math manipulatives, bilingual/picture dictionaries, manipulatives, maps and charts, video/DVD collections, graphic organizers, and hands-on science materials. Our literacy curriculum, Wonders, has a comprehensive website through which students listen and read along to close reading texts, through the use of SmartBoards and ELMO projectors attached to laptops. Wonders also has many interactive grammar games. The texts in Wonders also has information on Spanish cognates which students learn about and listen to through the website

presentation. In addition, many classrooms are equipped with SmartBoards which are also used for math instruction.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

In our ESL program, native language support is delivered through peer-partnerships in literacy periods with students of the same native language. Current, age-appropriate literature is provided in ELLs' home languages. Bilingual and picture dictionaries, realia and graphic organizers, and technology support are also integrated to support language growth. In mathematics, EnVisions Math materials in Spanish are utilized to provide native language support. Our school library gives our students access to a variety of native language literature. Further, our teachers provide native language support, if available, by translating the content to serve as a scaffolding technique, when necessary.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

All of the materials are grade level appropriate and the students are grouped by grade level when they receive intervention support. Our beginner ELLs that are in the upper grades (3-5) are supported with materials that are low level/high interest, based on their reading levels and their reading interests. Wonders curriculum has leveled readers specific to ELL instruction so that ELLs are reading the same text as their peers, which is high interest and age-appropriate, but with slight modification, such as less complex sentence structures and additional vocabulary to preteach.

ELL-SWDs are taught using the Wonders curriculum from the grade below their grade level so that instructional materials are appropriate to their cognitive needs but are still engaging and age-appropriate.

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).

We provide a Jumpstart Kindergarten Orientation Session in June that is designed to inform parents of incoming kindergarten students about our school and its programs. We review parent surveys and program selection forms to determine trends of parental choice for program offerings. Our guidance counselor also meets with all newly enrolled ELL students to provide them with social support and to introduce them to peers of their native language from other classes.

19. What language electives are offered to ELLs?

We do not have language electives because this program option is not applicable in the elementary schools.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

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

The ESL push-in teachers, classroom teachers of ELLs, and administrators will continue to attend off-site professional development sessions offered by the Division of English Language Learners and Student Support to support their professional growth and provide a differentiated approach to the classroom curriculum. All teachers receive a minimum of 15% of the required professional development hours dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners.

All ENL teachers receive a minimum of 50% of the required professional development hours dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners.

Teachers who attend workshops offered by DELLSS or the Borough Field Office turnkey the information to the other ENL teachers, classroom teachers of ELLs, and administrators.
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?

Professional development offered to teachers of ELLs in supporting ELLs as they engage in the CCLS include literacy coaching focused on ESL strategies, professional development days focused on making complex texts accessible to all learners, and grade level planning days to develop questioning on complex texts that include scaffolded/bridging questions.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Our guidance counselor meets with all teachers of fifth grade ELLs to provide them vital information so that they can make informed decisions regarding middle school and avails herself to clarify questions and follow-up with middle school issues that may arise on an individual basis.
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 entire school staff, which includes administration, literacy coach, ESL teachers, common branch and special education teachers, paraprofessionals, guidance counselor, all related service providers, secretaries and parent coordinator that work with ELLs will receive professional development in order to fulfill the 15% of total hours for all teachers and 50% of total hours for ENL teachers. Bimonthly Grade Conferences and Professional Development days from September through January will be conducted by members of administration to address research-based strategies to promote academic literacy, questioning and discussion techniques, and integrated literacy through Wonders, our literacy curriculum. We will seek approval from the DOE and our parent community to have two half-days of professional development. We also have in-house mentors and instructional lead teachers who provide consistent support and professional development to all teachers. From February to June, our focus will be on testing accommodations to make assessments more comprehensible for ELLs and curriculum development to promote differentiation for ELLs during mathematics workshop. All agendas, attendance sheets, minutes, and handouts for these sessions are filed in-house and are accessible to all staff.

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?

ENL teachers individually contact parents of ELLs in the parents' preferred language to schedule individual parent meetings at least once a year to discuss the goals of the program, their child's language development progress, their child's English language proficiency assessment result, and language development needs in all content areas. These parent meetings take place during parent engagement time or at other times depending on the parents' availability to meet. These meetings include all staff necessary to sufficiently inform the parents or guardians about the child's language development in all content areas. ENL teachers keep logs of the annual parent meetings.

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

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
 2. Each ENL teacher maintains Communication Logs to track meetings, phone calls, and letters to ELL parents documenting annual individual meetings 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.

3. Specific activities that foster parental involvement for parents of ELLs include a School/Family Barbeque, Parent Reading Night, and Student 3-on-3 Basketball Tournament. Parents are also invited to Arts Connection Performances, including theater, chorus, and puppetry culminating events.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? We will be reaching out to local agencies and Community Based Organizations to provide workshops and services to ELL parents, as well as the Office of Adult and Continuing Education (OACE) via the Department of Education to provide parents with immigration services and classes.

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

We evaluate the needs of the parents by reviewing and analyzing the Learning Environment Survey completed by all parents. We have established a Learning Environment Survey Committee made up of administrators and teachers to address the parents' needs as stated in the completed surveys. The school works closely with the PTA to identify and address the needs of the parents.

The principal hosts Parent Tea every Tuesday during Parent Engagement time. The parent coordinator works closely with the principal and PTA to address the needs of the parents. The parent coordinator is bilingual and acts as an interpreter when needed, including during Parent Tea on Tuesdays.

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

Our parental involvement activities allow parents to become more aware of the choices available to them, the programs being used to address their child's academic needs, and activities they can do with their children to promote their learning. Bilingual monthly newsletters are sent home to communicate with parents in the parents' preferred language. The parent coordinator holds workshops throughout the school year addressing the needs of the 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: PO Ramon Suarez School

School DBN: 24Q239

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)
Michele Dzwonek	Principal		10/30/15
Debra Rudolph	Assistant Principal		10/30/15
Gloria McClure	Parent Coordinator		10/30/15
Sammantha Lorenzoni	ENL/Bilingual Teacher		10/30/15
Liz Cucuta	Parent		10/30/15
Katie Dunn	Teacher/Subject Area		10/30/15
Alyson Hughes	Teacher/Subject Area		10/30/15
Lisa Hampton	Coach		10/30/15
	Coach		
Jeannine Brugge	School Counselor		10/30/15
	Superintendent		
	Borough Field Support Center Staff Member _____		
	Other _____		
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **24Q239** School Name: **PoliceOfficer RamonSuarez**
Superintendent: **Madelene Chan**

Before you begin, please check the following:

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

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

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

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

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

A review of the Home Language Identification Surveys (HLIS) and Student Emergency Contact cards was conducted. The SLT prepared a Parent Survey in April that was also reviewed. The most common language identified was Spanish.

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

The findings indicated the following data:

Spanish 277
Nepali 34
Arabic 20
Chinese 12
Polish 9
Urdu 5
Romanian 2
Bengali 2
Hindi 1

Part B: Creating a Communications Calendar

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

The following school documents require translation:

- Report Cards/Progress Reports
- Forms pertaining to the students' health, safety and discipline matters
- Permission slips for after-school programs and for when classroom field trips are scheduled
- Informational items (ex. student supply lists, school "start up" forms, school activity notices, and parent-teacher conference announcements)
- Curriculum matters (ex. NYS exam testing dates, monthly curriculum newsletters)
- SLT correspondence

These written translations will be provided to the parents in a timely fashion by in-house staff members and by using the services of the DOE translation unit and Google translate.

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

The following are examples of formal face-to-face meetings our school will typically have with parents:

- Parent-Teacher conferences
- Disciplinary Meetings (when required)
- Registration Process
- School-sponsored Parent Workshops
- IEP-related Meetings (Annuals, Triennials, Initial IEP meetings)
- In-person meetings or phone calls from teachers/guidance counselors
- Parent-Teacher Association Meetings (monthly)
- Orientation Meetings (Pre-K/Kindergarten/Middle-school)

Part C: Providing Language Assistance Services

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

The school will provide written translations of all forms that were referenced in Part B. These written translations will be provided to the parents in a timely fashion by in-house school staff members, parent volunteers, and by utilizing the services of the DOE translation unit and Google translate.

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.

Oral interpretation services will be provided to the parents needs as indicated in Part B. Interpretation services will be provided by in-house staff members, parent volunteers, and by outside DOE contracted vendors.

Part D: Training Staff on Policies and Procedures

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

Information pertaining to translation and interpretations will be distributed to all staff members in September at a staff meeting and also via email so that they are aware of how to use translation services and over-the-phone interpretation services.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

Parental notification of translation services that are available will be posted at the school's main entrance. Contact numbers regarding language assistance will be made available to parents at school-sponsored parent meetings and in the main office. Information pertaining to translation and interpretation services will also be included in the school's Safety Plan.

Part F: Monitoring and Quality Control

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

The school will issue a parent survey, obtain input from SLT/PTA members, and monitor parent involvement at school-sponsored events to gather feedback on the quality and availability of services.