

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): **29Q270**

School Name: **THE GORDON PARKS SCHOOL**

Principal: **CHAYVONNE HARPER**

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

Gordon Parks School for Inquisitive
Minds 29Q270

School Name: _____ School Number (DBN): _____
K-8

Grades Served: _____

School Address: _____
233-15 Merrick Blvd. Rosedale, NY 11422

Phone Number: _____ Fax: _____
718-341-8280 718-341-5589

School Contact Person: _____ Email Address: _____
Chayvonne Harper Charper2@schools.nyc.gov

Principal: _____
Khalilah Anglin

UFT Chapter Leader: _____
Frank Griffith

Parents' Association President: _____
JaVan Evans

SLT Chairperson: _____

Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____

Student Representative(s): _____

District Information

District: _____ Superintendent: _____
29 Lenon Murray
191-02 90th Avenue Queens, NY 11423

Superintendent's Office Address: _____
Lmurray3@schools.nyc.gov

Superintendent's Email Address: _____

Phone Number: _____ Fax: _____
718 2177740 718 2177739

Borough Field Support Center (BFSC)

BFSC: _____ Director: _____
Queens South Maureen Wilks
82-01 Rockaway Blvd., Ozone Park, NY 11416

Director's Office Address: _____

mwilks@schools.nyc.gov

Director's Email Address:

9175206743

Phone Number:

Fax:

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Chayvonne Harper	*Principal or Designee	
Khalilah Anglin	*UFT Chapter Leader or Designee	
Frank Griffith	*PA/PTA President or Designated Co-President	
Javan Evans	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>	
Laurel Paul	UFT member	
Jennifer Doran	UFT member	
Lisa Cameron	Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Nicole Hammond	PTA Vice President	
Jacqueline Battle-Jackson	Parent	
Terry Audate	Parent	
Regina Toomer	Parent	
Shelley Burt	UFT member	
	Member/	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

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

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

P.S./I.S. 270Q is a K-8 lottery school serving 678 students, located in Rosedale, New York. The school was renamed The Gordon Parks Schools for Inquisitive Minds to reflect the school's focus on the Arts in 2009. 16% of our population has special needs and 49% qualifies for free lunch. Over the course of the last three years the student population has increased exponentially.

At the Gordon Parks School for the Inquisitive Minds, our mission is to motivate students to strive towards academic excellence and social growth. This will allow them to not only become innovative, inquiry-based thinkers but productive citizens of our ever-changing society. As a school for the Arts, we strive to develop the whole child as diverse learners. In addition to our rigorous core instruction, students are afforded opportunities of expression through instrumental, dance, visual and theatrical arts.

In an effort to build learners with increased literacy skills across core disciplines, who are digitally literate, as well as develop critical and innovative thinkers, we have begun implementing STEM initiatives in our elementary division. Currently our Kindergarten and 5th graders have been involved in an environmental exploration through an infusion of interdisciplinary and constructivist-based activities in collaboration with " **STEM Matters** ". As we expand STEM into our middle school, we will implement " **Bootstrap** " to learn game design using Algebra as a coding language that builds computational thinking. Offering " **Bootstrap** " in the 6th grade will increase the number of eligible students who can participate in the 8th grade Algebra Regents. In an effort to increase student performance and meets students' varying needs across core curriculum, additional content specialists will be hired per grade throughout middle school. One of the instructional strategies of focus for the upcoming year for middle school teachers will be to utilize **Socratic Seminar**, which builds listening and speaking skills through discussion.

Enrichment activities were incorporated into each division, K-2, 3-5 and Middle School. The **Odyssey** program, offered to students in 3rd, 4th and 5th grades, is an enrichment program designed to challenge students to develop higher order thinking skills through academic themes of focus. Two of the many themes that have been incorporated include studies of Greek Mythology and the 14th amendment of the U.S. constitution. Our elementary students in grades K-2 were exposed to **Foreign Languages of the World (FLoW)** focusing on Edo, Italian and German. Our Middle School students receive additional Spanish instruction to prepare them to take the **Language Other Than English** exam (LOTE) in order to obtain high school credit.

Enriching Academically Talented Students (EATS) is a school-wide after school program that enriches our students academically while cultivating their talents. Students learn social skills, work collaboratively, develop leadership qualities and engage in competition regularly. This program enhances our students' education by bringing new concepts into view. Our in-house teachers help to foster our belief that learning should be fun by stimulating both creative and critical thinking of students. **Alvin Ailey**, **MOVE Arts-Dance Empowerment** and **Gelan Lambert Choreography** are our three dance residencies. Over the course of 16 weeks, our students have the opportunity to express themselves through the art of dance. Their interpretation of the choreographers' stories is evidenced by physicality. As a result of the Mayor's initiatives, **SONYC, COMPASS NYC**, the **Black Spectrum Theatre Co., Inc.** is the Entertainment Careers After School Program (ECAP) for our middle school students. Students are given the opportunity to learn and develop understanding of filmmaking, photography, fashion design, theatrical acting, audio production and scenery creation.

The Leandre Law Group focuses on developing critical thinking skills for middle school students by analyzing " **MOCK TRIAL** " case studies. Said case studies connect students to current events and constitutional amendments. Over the course of this 12-week residency students prepare to present a case and it culminates with students engaging in an

actual trial while the audience becomes the jury. An actual judge presides over the case and participants visit actual courtrooms prior to their simulated experience.

In analyzing our school over the past school year in relation to the Framework for Great schools, we have seen tremendous growth regarding collaboration among our teachers. The structuring of common planning periods across grades has helped to foster this progress. Middle School teachers have spent time in developing interdisciplinary PBL units. In addition to onsite weekly professional development, many teachers have independently sought out a plethora of opportunities to enhance their pedagogy. The increase of collaborative planning and professional development throughout the school has in turn lent itself to intensified instructional engagement. An array of instructional modalities has facilitated the various learning styles amongst our diverse student population. Common instructional language is evident throughout the school community. To better enable students to write effectively, strategies and tools were utilized across the content areas resulting in the creation of a discussion rubric.

Moving forward, the key areas of focus specific to the framework will be to continue building strong family-community ties by increasing our parent engagement through social media outlets. Fostering a more communal environment within our school community will cement the level of transparency across staff, teachers, parents and administrators. Showing students that everyone is working toward the shared goal of their success. Principal and Assistant Principals will continue nurturing professional growth of teachers and staff through differentiated learning communities and the formation of committees aligned to support the attainment of each CEP goal. The School Leadership Team, SLT, will also focus on ways to develop leadership capacity by starting the school year by engaging in a book study utilizing the professional text, **Trust Matters: Leadership for Successful Schools** by Megan Tschannen-Moran. This will foster the involvement of all constituents to ensure our school community reinforces the support of student achievement.

29Q270 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01,02,03,04,05,06,07,08	Total Enrollment	678	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	3	# Music	7	# Drama
# Foreign Language	6	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population	0.2%	% Attendance Rate		95.5%
% Free Lunch	49.0%	% Reduced Lunch		11.5%
% Limited English Proficient	0.5%	% Students with Disabilities		16.0%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.4%	% Black or African American		98.2%
% Hispanic or Latino	0.4%	% Asian or Native Hawaiian/Pacific Islander		0.7%
% White	N/A	% Multi-Racial		0.1%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	2.52	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		16.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		8.56
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	31.1%	Mathematics Performance at levels 3 & 4		26.7%
Science Performance at levels 3 & 4 (4th Grade)	90.4%	Science Performance at levels 3 & 4 (8th Grade)		50.0%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		100.0%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

Part 1 – Needs Assessment

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

After analyzing the Quality Reviews conducted in December of 2011 and May 2014, student performance data over the course of the past 6 years and a survey completed by teacher ascertaining their feedback on how the school is meeting students’ needs, it was decided that increasing student performance can only happen when we enhance the rigor specific to learning activities students engage in. Over the course of the past six years, state performance data indicates that students performed satisfactorily during the 2008-2009 school year, achieving an A specific to student achievement and a B during the 2011-2012 school year. Achievement data for the remaining years demonstrates that student achievement was rated Cs. Data also indicates that over a six year span, satisfactory progress was made 2 out of the 6 years analyzed, 2008-2009 and 2013-2014.

Strengths

- Curricula resources and assessments are aligned with the grade level appropriate CCLS
- Focus on differentiation for all students
- Instructional focus addressing utilizing discussion protocols (i.e. Socratic Seminar)
- Teachers host lab sites to showcase the Socratic Seminar method, serving as a support for their colleagues while creating a plan to sustain and evolve the work.
- Students engage in conversations with their peers around course content
- Student-facing rubrics are provided so that students are aware of the assessment criteria before completing a task
- Across classrooms, students cite textual evidence to support their claim/position
- Teacher teams engage in analyzing student work through use of ATLAS protocol
- Targeted, actionable feedback to students that provides guidance on next steps for their work products

Needs

- Ongoing planning and support around the development and adjustment of Curriculum Maps
- Using student data to make student groups flexible
- Continued professional learning on the use of additional discussion protocols

- Instructional tasks that consider how students learn best and include the appropriate scaffolds so that they are accessible for all (including ELLs and SWDs)

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, Math state assessments will reveal an 8 percentage point gain in student proficiency.

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>ELA and Math teachers will collaborate and engage in task analysis and student work analysis protocols during built-in common planning periods in order to receive actionable data.</p>	<p>All ELA and math teachers, Students with disabilities and students who did not achieve proficiency on last year’s state assessments</p>	<p>September, 2015-June, 2016</p>	<p>Teachers are responsible for implementing this activity. The administrative team will oversee the activity and provide support as needed.</p>
<p>Mentor/ lab site teachers will support their colleagues in addressing the instructional shifts though inter-visitations and coaching</p>	<p>Mentor/ lab site teachers, all instructional staff, students with disabilities and students who did not achieve proficiency on last year’s state assessments</p>	<p>September, 2015-June, 2016</p>	<p>Teacher Leaders</p>

There will be monthly parent workshops, developed and facilitated by the Parent Workshop Committee, geared at familiarizing parents with common-core expectations and instructional shifts.	Parent Workshop Committee, parents, all students	September, 2015-June, 2016	Parent workshop committee, PTA, Parent Coordinator will work collaboratively to implement the activity.
IEP teachers, collaboratively planning with all general ed. teachers of students with IEPs, will provide targeted scaffolding to assist students with IEPs with accessing the content and skills aligned with the instructional shifts.	IEP teachers, general ed. Teachers, students with IEPs	September, 2015-June, 2016	School based support team will implement this work, AP of special education will oversee this activity.

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.											
Human Resources: Parent Workshop Committee, IEP teachers, general ed. teachers, parents, IEPs											
Curriculum Support: Go Math, Ten Marks, Voices, department created curriculum which addresses common core math and ELA standards and instructional shifts											
Assessment tools: MOSL’s, GoMath assessments, department created summative assessments											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
X	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.
GoMath Assessments will be administered to students on October 23, 2015, February 12, 2016 and May 6, 2016. Data from these assessments will be analyzed and lesson/unit plans will be adjusted to bridge gaps in students’ misunderstandings in order to track student progress and mastery of grade level standards Teachers will engage in these data analysis sessions to determine next instructional steps on November 9, 2015, February 22, 2016 and May 9, 2016.
By June 2016, the goal is to have, at least, 80% of our students reading on or above grade level. 70% of our population must successfully complete the End of Year GoMath assessment expectations.
Our initial analysis of data collected from our formative Beginning of Year assessments will allow us to determine a quantifiable goal for February and May. By June 2016, the goal is to have, at least, 70% of our population must successfully complete the End of Year GoMath assessment expectations.

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.

Last year’s Learning Environment Survey and a customized student survey was used to ascertain the data below:

Strengths

- Students are known well by at least one adult
- Guidance counselor meets with and supports “at-risk” students
- Character education program is embedded in the “Voices” literacy program
- 92.4% student attendance

Needs

- School-wide social-emotional program for all students
- Social-emotional learning professional development/training for teachers and other support staff
- Support of students’ personal development in all aspects of the school environment
- Student handbook outlining behavior expectations and infractions
- Ongoing communication between

Part 2 – Annual Goal

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

By June 2016, PS/IS 270 Q will develop and fully implement a school-wide behavior management plan which identifies behavioral expectations for students and establishes appropriate consistent school-wide interventions when infractions take place, as well as, incentives for student adherence, which will decrease the number of OORS reports by 10%.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Teachers and support staff will engage in ongoing social emotional learning opportunities throughout the school year. This training will be based on Mentoring Minds resources. The behavior intervention and strategies guides for K-5 and 6-12 were purchased for every staff member to promote a common language and incorporate coherent strategies all can utilize to promote positive behavior.</p>	<p>Classroom, cluster teachers and support staff</p>	<p>September 2015-June 2016</p>	<p>Guidance counselor will oversee the activity.</p>
<p>Teacher leaders, in conjunction with the administrative team, will develop a parent/student handbook that outlines the expectations for student conduct and the appropriate supports that are available.</p>	<p>Parents and Students</p>	<p>September 2015</p>	<p>Students, staff, parents will support with the implementation and administrators will oversee and provide support.</p>
<p>Student assemblies will be held, where students and staff are made aware of the expectations. Students’ behavior will be monitored against the established expectations.</p>	<p>Students</p>	<p>September 2015-June 2016</p>	<p>Staff members will oversee the activity.</p>
<p>GPS staff members will facilitate parent meetings in which the behavior management plan and the parent/student handbook will be shared.</p>	<p>Parents</p>	<p>September 2015</p>	<p>Parent coordinator will oversee the activity.</p>
<p>Teachers will engage in differentiated Professional Development specific to Behavior Management utilizing the RTI approach. Some strategies of focus to support our most at-risk students will be establishing a check-in/check out system and advisory groups for our middle school students.</p>	<p>Teachers</p>	<p>September 2015-2016</p>	<p>Professional Development Committee</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.

Human Resources: The administrative team, IEP teachers, general ed. teachers, parents, IEPs

Curriculum Support: Go Math, Ten Marks, Code X, Voices, department created curriculum which addresses common core math and ELA standards and instructional shifts

Assessment tools: MOSL's, Fountas and Pinnell, Ed Performance, department created summative assessments

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

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

Periodic analysis of OORS data and the amount of referrals to the Behavior Management Committee will be used to help track progress toward this goal. In addition, teacher, parent, and student feedback from the learning environment survey will be utilized to monitor the progress. Each month, our administrative team will track the number of occurrences entered into OORS, as well as, compare last year's data to this year's data in February to determine if we have lowered our incident rate by 5%.

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.

OORS data, teacher, parent and student feedback from customized surveys, as well as, last year's Learning Environment survey were our data sources to identify strengths and areas of development in relation to Behavior management.

Strengths

- Teachers throughout the school, including those new to the school, participate in classroom intervisitations that support school and individual teachers’ goals in alignment with the expectations of CCLS
- Marvelous Mondays are used as a time for teachers to meet in committees and/or horizontal or vertical teams
- Teacher teams collaborate to analyze student work products, plan lessons together and identify/apply effective strategies.

Needs

- The development and adherence to a PD calendar that is based on data and tailored to teacher needs
- A formal system for tracking and monitoring teacher inter-visitations
- Teachers facilitating and co-facilitating professional development, according to their areas of expertise, for their colleagues

Part 2 – Annual Goal

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

By June 2016, 100% of teachers will receive differentiated professional learning opportunities that address their instructional strengths and areas for growth as evidenced by the Measures of Teacher Practice data and feedback conversations. The opportunities will involve collaborative efforts, including peer support and feedback, inter-visitations and teacher-facilitated PD’s. The expectation is that the MOTP data specific to Domains 3B (66%, Effective and Highly Effective), 3C (74% Effective and Highly Effective) and 3D (65% Effective and Highly Effective) will increase by 4%.

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) 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>The Professional Development Committee will construct a calendar of professional learning opportunities for SY 2015-2016 that addresses identified areas for growth (revealed in needs assessment survey, through analysis of MOTP data and performance data for targeted groups of students) for the staff in pursuit of high achievement for all students. Marvelous Mondays will provide a regularly scheduled time slot for the professional learning opportunities, though additional time slots can and will be utilized.</p>	<p>The Professional Development Committee, all instructional staff, students with disabilities</p>	<p>June, 2015-September, 2015</p>	<p>The Professional Development Committee</p>
<p>All teachers will assist in developing and/or facilitating a PD which addresses one of their areas of expertise.</p>	<p>The Professional Development Committee, all instructional staff, all students</p>	<p>September, 2015-June, 2016</p>	<p>The Professional Development Committee and all instructional staff</p>
<p>There will be a “teacher passport” which tracks inter-visitations which take place during the year. Teachers will be given options of who they would like to observe and they will be responsible for taking targeted notes based on identified focus areas.</p>	<p>The Professional Development Committee, lab-site teachers, all instructional staff, all students</p>	<p>September, 2015-June, 2016</p>	<p>The Professional Development Committee, lab-site teachers</p>
<p>A digital archive which tracks how knowledge gained from PD’s and inter-visitations is impacting teacher practice will be developed and utilized by all instructional staff.</p>	<p>The Professional Development Committee, all instructional staff, all students</p>	<p>September, 2015-June, 2016</p>	<p>The Professional Development Committee</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.

Human Resources: The Professional Development Committee, lab-site teachers, all instructional staff

Additional Resources: Google docs, “teacher passport,” needs assessment survey, MOTP data, Marvelous Mondays, Staff Development days

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

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

To ensure that teachers are working together collaboratively, artifacts (intervisitation “passports”, teacher team agendas) will be collected. Also, MOTP tracker data will be analyzed, specific to component 4e, to measure the growth of teacher practice. By 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 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

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

Part 2 – Annual Goal

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

Part 3 – Action Plan

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

Part 4 – Budget and Resource Alignment

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

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

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

Part 5 – Progress Monitoring

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

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

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

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

Part 1 – Needs Assessment

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

Part 2 – Annual Goal

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

Part 3 – Action Plan

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

Part 4 – Budget and Resource Alignment

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

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

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

Part 5 – Progress Monitoring

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

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Report card data, student work products (classwork/homework), Performance level on the NYS ELA Exam	Leveled Literacy, K-3, (Fountas and Pinnell). Repeated readings, utilization of leveled texts to teach and re-teach skills and strategies 4-8	Small group	During the school day and afterschool
Mathematics	Report card data, student work products (classwork/homework), Performance level on the NYS Mathematics Exam	Re-teaching of skills and strategies based on data analysis	Small group	During the school day and afterschool
Science	Report card data, classwork/homework, unit tests, performance tasks	Re-teaching of skills and strategies based on results from unit tests, performance tasks and observations	Small group	During the school day
Social Studies	Report card data, classwork/homework, unit tests, performance tasks	Re-teaching of skills and strategies based on results from unit tests, performance tasks and observations	Small group	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Teacher observations/anecdotes	Brain Gym, Reality Therapy, Peer Mediation, Conflict Resolution	Small group instruction, one-to one conferences	During the school day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

2b. High Quality and Ongoing Professional Development

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

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

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

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. **The Gordon Parks School for Inquisitive Minds, P.S./I.S. 270 Q** 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. **The Gordon Parks School for Inquisitive Minds, P.S./I.S. 270 Q** 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)

The Gordon Parks School for Inquisitive Minds, P.S./I.S. 270 Q, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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 29	Borough Queens	School Number 270
School Name The Gordon Parks 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 Chayvonne Harper	Assistant Principal Lisa Allen & Rosalie Ambrosio
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Aris Flores	School Counselor Sonya Spurling
Teacher/Subject Area Ruth Panaligan, SETSS ELA MATH	Parent Frank Griffith
Teacher/Subject Area Eileen Behnke SETSS ELA MATH	Parent Coordinator Patricia Wheeler
Related-Service Provider Denise Pace, SLP	Borough Field Support Center Staff Member type here
Superintendent Lenon Murray	Other (Name and Title) type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (excluding pre-K)	678	Total number of ELLs	1	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 checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input 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	1	Newcomers (ELLs receiving service 0-3 years)	1	ELL Students with Disabilities	1
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	0	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			1							0
Total	0	0	0	0	0	0	0	0	0	0
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____

Number of students who speak three or more languages: _____

Freestanding English as a New Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1													0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														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)														0
Emerging (Low Intermediate)														0
Transitioning (High Intermediate)	1													0
Expanding (Advanced)														0
Commanding (Proficient)				1										0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

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

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

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

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

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

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

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 The school uses Fountas and Pinnel as an early literacy assessment tool. Fountas and Pinnel is administered four times a year to ensure that reading and comprehension ability are measured on a regularly basis. Progress is monitored and students that demonstrate lack of increase in reading level provided Tier 2 intervention by classroom teachers or RtI providers. Results of the Fountas and Pinnel assessments revealed increase in that our ELL students reading levels. Fountas and Pinnel and other formative assessments conducted by classroom teachers, ESL providers and RTI and related service providers (when applicable) are used to determine individual student literacy goals. Data also drives instruction as teachers differentiate and place students in reading groups.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 There is only one student currently enrolled in our building that took the Spring 2015 NYSESLAT. Based on his performance across the modalities of the test, he achieved a decision of "Commanding." NYSESLAT 2015 Exam Report revealed that the student was strongest in the areas of Speaking and Listening where his scale scores fell on the upper end of the scale score chart. On the other hand, the student scored lower in Writing and Reading where he his score fell around to the mid range of the score chart. The student tested for NYSITELL received a proficiency level of Transitioning.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 The information about Annual Measurable Achievement Objectives have been very crucial in planning in implementation of instruction. The tool is being utilized to figure out measures that will help ELLs progress in the common core curriculum and in the achievement of English Language proficiency. Furthermore, the AMAO has been a great tool designing of effective instructional plans and intervention strategies for the ELL population. A previously mentioned, data revealed that writing and reading have been an area of concern. Writing across academic areas has been a "non-negotiable" part of daily instruction. Regarding reading, guided reading activities and other small group reading strategies have been implemented to ensure students' need for more rigorous instruction are being addressed.
- For each program, answer the following:

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

As mentioned in the previous section, the school has only one currently enrolled student that took the NYSESLAT in Spring 2015. He is at a Proficient level. NYSESLAT was administered when the student was in the second grade hence there are no state exams data available. Only local assessments such as tests, quizzes, task performance assessments, and Fountas and Pinnell Reading Assessment. Recent Fountas and Pinnell assessment data revealed that he is reading at a level M which is equivalent to end of second grade level. For the newly admitted student who is currently in Kindergarten, he scored a transitioning level, his classroom performance exams were given in two languages -English and Spanish. It was reported that there are no notable discrepancies between his performance in tests administered in both languages.

The results of the ELL periodic assessments are used to plan instruction. In the past few years, the school leadership has been finding that Reading and Writing have been the main areas of weakness. Hence, more focus is given on the areas of Reading and Writing to ensure ELLs' needs are being addressed. The utilization of ReadyGen and other a variety of other reading materials will help in the development of ELLs' academic language. Instructional focus has been modified to meet the needs of their ELL students as they teachers keep track of their progress throughout the year in each modality. Throughout the school year, both formal and informal assessments are being utilized to adjust teaching strategies to meet the ELL populations' needs.

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](#).]

The school has an RtI Plan that is presented to staff members. Response to Intervention Guidelines are implemented to ensure that students are provided services at all tier levels. English Language Learners are therefore, a part of the schoolwide RtI program. The process starts at the beginning of the school year when universal screening is administered. In the past two academic years, the Fountas and Pinnell reading assessment has been utilized to determine reading levels all students across grade level. The NYC MOSL assessment was also administered to students in the testing grades. The school administration and the data specialists in the building are working together with teachers to ensure that strong core instruction is delivered to all students addressing student needs as reflected by the results of the universal screening tools and other formative assessments. The RtI committee comprised of the service providers, principal, guidance counselor and lead teacher meet weekly. Each classroom teacher has a chart of that depicts student movement across reading levels or lack thereof. Based on this data, reading groups are developed and instruction is differentiated to address needs. Groupings are modified periodically depending on the academic performance, specific population such as ELLs, and overall student response to the strategies utilized by the teacher. If deemed necessary, more intensive intensive intervention - Tier 2 or 3 are provided to ensure students are given appropriate level of academic assistance before special education is considered. For ELL students, the same procedure is followed in collaboration with the ESL Provider.

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

To make make sure that a student's second language developments are considered in instructional decisions, the ENL provider participates in the planning sessions of the grades she provides services for. All classroom teachers foster language development across curriculum via a variety of strategies such as purposeful and deliberate teacher-student and student-student conversations during large and small group activities. Additionally, reading and writing are integrated across all content areas in order to strengthen students' (especially ELLs) ability to express themselves verbally and in writing.

Furthermore, in collaboration with the ENL provider and the LPT, teachers provide activities that are sensitive to the ELL students' history/cultural background. Via the use of multi media, story books, and other resources, teachers integrate academic tasks with learning experiences that ELLs can relate to. In making instructional decisions, teachers take into consideration the child's new language development through the use of multi tiered vocabulary; use of pictures to enhance comprehension ; breaking down of tasks to smaller chunks; and simplifying verbal and written directives to ensure understanding of academic tasks.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the target language?
- b. What is the level of language proficiency in the target language for EPs?
- c. How are EPs performing on State and other assessments?

N/A

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

The school has teacher teams and committees that meet on a regular basis to ensure student performance is monitored and instructional decisions are made collaboratively. As instruction is data-driven, teachers and the school leadership team look at data such as standardized tests (i.e. NYSITELL, NYSESLAT, State Exams, etc), MOSLs, Fountas and Pinnell data as well as informal assessments. The NYSESLAT modality report, in particular, is a helpful tool in determining the specific areas of concern that need to be addressed in order for ELLs to meet appropriate yearly progress.

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

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

The English Language Learner (ELL) Identification Process and ELL placement determination in our school is completed within the 10 school days for General Education and 20 school days for students entering with the IEP. It begins with the administration of the Home Language Identification Survey (HLIS) upon admission. A licensed pedagogue, usually the ENL provider, completes the HLIS with the parent. The pupil accounting secretary then enters the information into the designated ATS screens.

After the first step, students whose home language is not English, the school administers an in-depth interview with the student, review his/her school work, or administer informal assessments in ELA and Math. If the student has an Individualized Education Program, the school requests a copy of the document from the parents or view it on SESIS if available. The LPT then determines NYSITELL eligibility of the student. If the team determines the child is not eligible to take the NYSITELL, the process stops. However, if the team decides that the child should be administered the NYSITELL, we then proceed to the next step.

The third step involves the administration of the NYSITELL after eligibility has been determined. After administration of NYSITELL, the answer is scanned via ATS within 10 days or 20 days (for students with IEP). Within 5 days of ELL determination, parents are informed of the results of the NYSITELL and ELL status via the NYCDOE standard parent notification letters written in the parents’ preferred language.

If the child's home language is Spanish, an extra step is taken- administration of the Spanish LAB. This process takes place within the 10 or 20 day testing window. The results of the Spanish LAB helps the school in instructional planning and delivery of the English as a new language (ENL) services to these students. As per ELL Policy and Reference Guide, Spanish LAB results are not used to determine ELL status or service entitlement.

Pedagogues who speak another language are utilized during the initial ELL identification process, especially during the initial interview when the parents complete the Home Language Survey. The following are the languages spoken by the pedagogues in the building - Haitian Creole, German, Italian, French, Punjabi, Filipino, and Spanish.

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).

The school abides by the 30 school day policy from initial enrollment to perform the initial SIFE determination. The process begins at the time of the completion of the Home Language Identification Survey when the parent is asked to talk about prior schooling. If there are indications within the ELL Identification Process that a student has had an interruption or inconsistency in their formal schooling, the LPT then proceeds to the SIFE Identification Process. This involves the Oral Interview Questionnaire to determine if there was a gap of two or more years in their formal schooling. Also, the Oral Interview Questionnaire, which is available online in different languages, is administered. This questionnaire gathers information about the child’s background as well as language and literacy practices. Students whose home language is Arabic, Bengali, Chinese, Haitian Creole, or Spanish, the Literacy Evaluation for Newcomer SIFE (LENS) is being administered.

As part of the interview, parents are asked about student's school attendance history and are requested to submit transcripts and other pertinent documentations. The school also looks at cumulative records, when applicable. Fountas and Pinnell Reading Assessment and Math inventory assessments are given to early grades. For upper grades, MOSL assessments are 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).

For newly enrolled students with IEPs, the school follows the protocol set by ELL Policy and Reference Guide. However, instead of 10 days, we are given 20 days to complete the ELL Identification Process. The EPRG report will be utilized to identify SIFE students. NYSITELL eligibility for students entering with an IEP must be based on determination of the LPT with the presence of an interpreter for the parents' preferred language.

The following are involved in the identification process for newly enrolled students with IEP : Director of Special Ed - Mrs. Rosalie Ambrosio; Designee- Ruth Panaligan; ENL Provider- Aris Flores; Interpreter - Pedagogue who speaks the parent's preferred language/DOE Provider; students parent/guardian.

Timeline: 10 days to administer NYSITELL (20 days for students with IEPs).

The superintendent or his designee has 10 school days to accept or reject ELL Identification decision. The school has 5 school days to inform parents about the decision. Translations and interpretations arrangements are made as needed to ensure parents understand the recommendations. The school then has 10 school calendar days of enrollment in the parent's program choice.

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.

Within five school days of ELL eligibility determination, the LPT reaches out to parents to inform them of the results of the NYSITELL and ELL status using the NYCDOE standard parent notification letters. The letters are available for download on the DOE website in different languages. The notification is written in the parent's preferred language. If the parent's preferred language is not one of the versions available online, the school utilizes a variety of resources to ensure the family receives a copy in their home language. In most cases, the ENL provider and Special Ed Liaison (especially for students with IEP) are designated to complete this process. The support of classroom teachers and parent coordinator might also be required when parent outreach becomes a challenge.

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).

As stated on the ELL Policy and Reference Guide, re-identification processes allow schools, parents, and students who believe that a student may have been misidentified as an ELL or non-ELL. Request must be made within 45 school days of enrollment so that the ELL Identification Process be administered a second time. Parents are made aware of their right to this process via a letter sent to the parents written in their preferred language. The LPT utilizes a variety of resources to ensure translation and interpretation are provided as needed. The ENL provider and the Special Education Liaison (especially for students with IEP) are designated to complete this process. The support of classroom teachers and parent coordinator might also be required when parent outreach becomes a challenge.

The ENL provider is in charge of record keeping. She maintains a binder that contains copies of letters sent and other notices signed and returned by parents.

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.

In our school parents are considered as the determinants of the ELL programs that the student will be placed in. The parents are informed of their child's eligibility for ELL services and provide information and program selection via parent orientations conducted in the parents' preferred languages. Upon enrollment of a new ELL, the LPT informs the parents of the three instructional models available in New York City regardless of the availability of the program. The three programs are Dual language (DL); Transitional bilingual education (TBE); and Freestanding English as a new language (formerly known as ESL). To inform parents of these options, the LPT lead by the ENL provider, provides parents of newly enrolled ELLs with a parent orientation where they can view the Parent Orientation video which explains the three program options and is available in 13 different languages.

The school currently offers only Freestanding ENL. In the instance that the parents choose a TBE/DL program, we will contact the district to assist us in locating or providing options for parents. When such programs become available in building, we will reach out to the parents via phone call/email/letter in their preferred language to inform the availability of the program.

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

The LPT invites the parent/s to come in for a meeting to discuss and explain parent surveys and program selection forms. Parents are contacted via phone, letter, and a meeting. Translations and interpretations arrangements are made as needed to ensure parents understand the programs. The school documents and include attempts to gather initial parent selection preference. Monitoring of parent choice and copies of documents are maintained by the ENL provider and the Special Education liaison in a binder located in their office. As Parent Surveys and Program Selection are formal records of the parent's preference of ELL program for the student, this document is retained in the student's permanent record, accessible for audits and reviews. Furthermore, parent choice as indicated on the Parent Survey & Program Selection Form are entered in the ATS (ELPC) screen. This process is completed by the special ed liaison or pupil accounting secretary who have ATS access.

As per CR Part 154.2 if the form is not returned within 5 school calendar days, the student is placed in the school's ENL program by default as there is no bilingual programs available on site. To date, only ENL program in grades Pre-K to 8th is offered in our school. When TBE/DL Programs become available in building, we will reach out to the parents via phone call/email/letter in their preferred language to inform the availability of the program.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

Parents are contacted via phone, letter, and a meeting is scheduled with the ENL provider to assist with the completion of the form. If needed, the parent coordinator makes contact with the parents to ensure all forms are completed and returned. Translations and interpretations arrangements are made as needed to ensure parents understand the programs. The school documents and include attempts to gather initial parent selection preference. Monitoring of parent choice and copies of documents are maintained by the ENL provider and the Special Education liaison in a binder located in their office. As Parent Surveys and Program Selection are formal records of the parent's preference of ELL program for the student, this document is retained in the student's permanent record, accessible for audits and reviews. Furthermore, parent choice as indicated on the Parent Survey & Program Selection Form are entered in the ATS (ELPC) screen. This process is completed by the special ed liaison or pupil accounting secretary who have ATS access.

9. Describe how your school ensures that placement parent notification letters are distributed.
Upon determinations student's program based on the ELL initial identification process, the ENL provider in collaboration with other members of the LPT, sends parents a placement letter in the parents' preferred language indicating the program in which their child has been placed. A phone call is placed and a letter is mailed to the parents. . Translations and interpretations arrangements are made as needed to ensure parents understand the programs. Placement parent notification letters along with all ELL-related documents are kept in the student's cumulative record ready to be forwarded to DOE schools should the child be transferred to another DOE school. Copies of documents are also maintained by the ENL provider and the Special Education liaison in a binder located in their office
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
Placement parent notification letters along with all ELL-related documents are kept in the student's cumulative record ready to be forwarded to DOE schools should the child be transferred to another DOE school. Copies of documents are also maintained by the ENL provider and the Special Education liaison in a binder located in their office. Teachers, administrations, parents, service providers, and state/city auditors can access documents and copies can be made as needed.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
The school follows all protocols as per state in terms of administration, scoring, and packaging timeline. The building testing team collaborates with the ENL provider, Ms. Flores to ensure all accomodations and madates are met as per ELL policy and/or child's IEP. In September, the Special Ed NYSESLAT test materials have already been requested through the online ordering system of the NYSESLAT vendor. Once the NYSESLAT test materials are deliversed, they will be stored in a secure location in the building where all tests are locked away. Access to the test materials will be restricted to ensure maintenance of test security.
In the beginning of the school year and periodically during the school year, the RLER report is run to ensure all students requiring ELL-related assessments are tested. The NYSESLAT test administration timeline is included in the school's assessment calendar which is disceminated to all staff members. The school will abide by the NYSESLAT prescribed timeline: the The Speaking component of the test will be administered April 12 through May 13, 2016. The Listening/ Reading/ Writing component will be administered May 2 through May 13, 2016. Make-ups will be given within the testing window April 12 - May 13, 2016.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
A phone call is placed and a letter is mailed to the parents. Translations and interpretations in parent's preferred language are made as needed to ensure parents understand the documents given.The parents are also invited to come for a meeting with the LPT to ensure continued entitlement and transitional support are provided. The ENL provider, Ms. Flores is the person responsible for parent outreach. Assistance from parent coordinator, Ms.Wheeler and classrooms teacher is also sought if needed.
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).
For the past few years, the parents have been selecting Freestanding ESL. Thus far, 100% of the parents opt for ESL. At this point, we do not have sufficient number of ELLs to open a bilingual class. Based on parent requests and student needs, the ESL service is adequate. Currently, we have one new admit that qualified for ELL services. The parent chose Freestanding ENL.
As stated in item six, after the parent orientation on all three program models, our school provides parents with a Parent Survey & Program Selection Form written in the parents' preferred language. On this form, the parents are asked to indicate their program choice.The completed and signed form must be returned within 5 school calendar days. Parent reachout is done by members of the LPT team or classroom teachers to ensure forms are returned on time. If the form is not returned within 5 school calendar days, the student is placed in the school's ENL program by default as there is no bilingual programs available on site. To date, only ENL program in grades Pre-K to 8th is offered in our school.

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.
As per ELL Policy Reference Guide:
Freestanding English as a new language (ENL) programs provide instruction in English with home language support, emphasizing English language acquisition. Students in freestanding ENL programs can come from many different language backgrounds, and English may be the only common language among the students. As per CR Part 154, there are 2 types of ENL:
 1. Stand-alone ENL is instruction to develop English language skills so that students can succeed in core content courses. It is delivered by a certified ENL teacher. A student may not receive stand-alone ENL in lieu of core content area instruction.
 2. Integrated ENL is instruction to build English language skills through content area instruction. It is delivered by a dually certified teacher (ENL and a content area) or coteaching by a certified ENL teacher and a certified content area teacher (i.e., English language arts, math, science, or social studies). Both methods of integrated ENL instruction include content area subject matter and English language development using ENL strategies. All ELLs and former ELLs up to 2 years after exiting ELL status must receive a minimum number of units of integrated ENL.In our building, both Stand- Alone and Integrated ENL Models are utilized by the ENL provider for both the current ENL student and the student receiving the two-year mandated transitional services. The two students are in different grade levels Kindergarten and Third and cannot be grouped together. The ENL provider sees them separately. Should we have more students that are in the same grade level, we plan to group ELL students who share a common language together for a home language arts class and in other activities allowable as per ELL Policy.
 - 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)?
The administration and ENL Provider do scheduling and programming prior to the start of the school year to ensure mandates are met as per CR Part 154 .
Beginner / Entering - 360 minutes total/ 180 minutes minimum/ 180 integrated ENL/ELA
Low Intermediate / Emerging - 360 minutes total/90 minutes minimum/ 180 integrated ENL/ELA
Intermediate / Transitioning - 180 total ENL minutes /90 integrated ENL/ELA
Advanced / Expanding - 180 total ENL minutes/ 90 integrated ENL/ELA 180 integrated ENL/ELA or other content area
Proficient / Commanding** -90 integrated ENL/ELA or other content area
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
Currently, the school is delivering ENL instruction via both Integrated ENL and Stand Alone Programs. The ENL teacher, in collaboration with the classroom teacher ESL provider plans instruction carefully to ensure there is alignment and continuity
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
Currently, the school is delivering ENL instruction via both Integrated ENL and Stand Alone Programs The NSL teacher, in collaboration with the classroom teacher ESL provider plans instruction carefully to ensure there is alignment and continuity. Via a variety of learning experiences, the ENL and classroom teacher work together in creating assessments that are written in English and in the child's home language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
To ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year, ongoing assessments are being conducted. Classroom teachers, in collaboration with the ENL provider, utilize different types of formal and informal methods via local assessments, conferences, and state wide tests. Fountas and Pinnell Reading Assessment is used to measure reading progress; periodic and daily writing tasks are used to measure written ability; MoSL and other standardized assessments are administered throughout the year to measure reading and writing ability. Speaking and listening ability is measured via one-to-one conference and daily interactions in the classroom.
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

Presently, we do not have any SIFE students and long term ELLs in the building. In the event that we do, we will extend our services to SIFE children in such a way that they will be able to catch up on the knowledge and skills that they need to meet the gradelevel standards. For our current long-term ELL, the focus will be increasing comprehension and writing skills as well as developing higher order thinking skills.

For long term ELLs receiving 4-6 years of services, the ENL provider will develop programs that will encourage independence. Functional reading and speaking skills that will help them prepare for high school application and job interviews will also be the focus of instruction. Skills that will help them in writing resumes and application letters will also be taught. Daily life conversations, and academic vocabulary will continue to be enhanced as transition goals and services are integrated with lessons. To foster independence and acquisition of skills needed as they move up to middle school and high school and into adulthood, students will have access to hands-on experience via the school's employment program.

Freestanding ENL instruction is delivered via the pull-out organization model. The program model that is being used is differentiated instruction wherein students work in small groups and are provided grade/ability appropriate activities. Students receive one-to-one guided teaching. All ELLs receive instructional minutes as required under CR Part 154 – 360 minutes of ESL instruction per week for beginning and intermediate level. We only have one student in the advanced level who receives the mandated 180 minutes of ESL instruction and 180 minutes of ELA instruction.

For student requiring transitional services, 90 minutes per week of integrated ENL services is provided as required by CR Part 154. As a part of the service plan, one to one intervention is provided if needed to ensure understanding of grade level content and skills.

Furthermore, the school's ENL provider and testing team ensure that appropriate testing accommodations are provided as per CR Part 154. Examples of accommodations are unlimited extended time and separate location on all exams. Third reading of the listening selection in ELA exams only and use bilingual dictionary or glossary are some of the other accommodations that an ELL student is entitled to receive.

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.

To ensure student's academic progress is not adversely affected by the re-identification process within 45 days of student enrollment, the school principal provides additional support services to the student as defined in CR Part 154. We have not have a case that involved re-identification. However, should we have one, the following action plan is in place. In compliance Between 6 and 12 months from the date of the superintendent's notification to the principal, parent, guardian, and/or student, the principal, the principal will review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. Principal Harper will consult with the SETSS providers, ENL providers, and other specialists in the building to ensure the student is provided the needed intervention. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal will provide additional support services to the student as defined in CR Part 154-2.3(i) and may reverse the determination within this same 6-to-12 month period. If the decision is to reverse the ELL status, the Principal will consult with the superintendent or his/her designee. The final step will be notifying the parents about the final decision within 10 school calendar days. Translations and interpretations arrangements will made in parents' preferred language as needed to ensure understanding of the decision.

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

The scaffolding strategies metioned above support our ELLs-SWD on the learning continuum. In addition to differentiated instruction the ENL service provider consults regularly with classroom teachers and all service providers working with ELLs to insure that instructional goals are costumized to meet their needs. A number of strategies are utilized by the ENL Provider to accommodate all of the ELLs with special needs. Instructional materials and strategies encompass differentiated instruction. This includes: grade level adapted books, grade-level teacher made materials, leveled libraries, differentiated writing materials, graphic organizers, scaffolding, and visual supports in conjunction with students' IEP goals and accommodations. Some ENL strategies that we use are: Total Physical Response (TPR), anticiptiion guides, collaborative dialogues, Signal Responses, Story maps, Structured Note Taking , Read Aloud, Think-Pair-Share, vocabulary development strategies, linking background knowledge and cultute to learning and exit Tickets . Multisensory and varied questioning and presentation formats are also utilized to ensure students' individual needs are met. Collaborate with other related service providers - speech, occupational therapy, physical therapists are is also a big factor. The occupational therapists collaborate with the special education and ESL teachers to facilitate writing and increase the ELLs' fine motor skills. The push-in model to co-teach grade level material with the classroom teacher is also utilized.

Chart 7 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 ENL schedule is a flexible type of program based on content, curriculum, program, and individual student needs. We consider the least restrictive environment to ensure ELL-SWDs students are provided possible maximum interactions with non-disabled peers. ELLs that are placed in ICT classes are grouped with a variety of students depending on ability and interest.

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

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



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

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

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

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

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

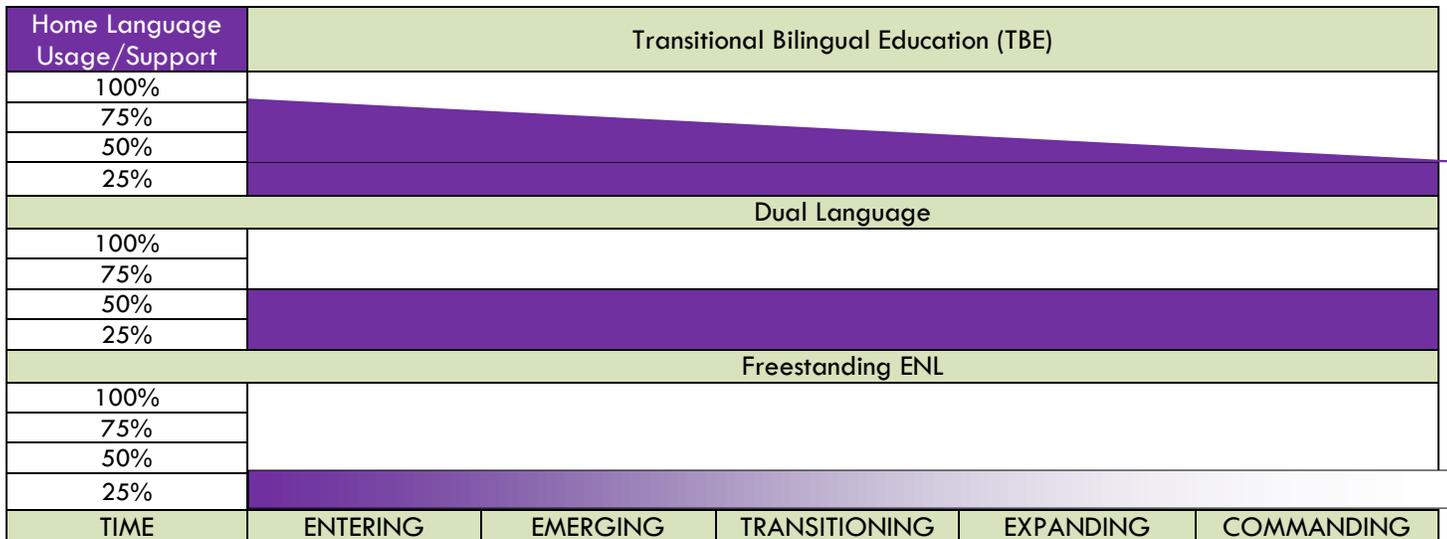


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. Currently, the school is providing intervention programs across all grade levels and subject areas. Small group intervention programs for all students that struggle in ELA and Math are offered at different RtI Tier levels. If RTI is needed, it is provided teacher and services providers. Lesson plans included ELL strategies as well IEP accommodations (if applicable). Linguistic support for specialized vocabulary and writing is provided by the classroom teacher and ELL provider. Students may also receive support as needed during content-area times such as math, social studies or science. The ELL provider and classroom teacher work together to assess and teach ENL students. ELL students and native English-speaking students work to achieve the same standards in every discipline. Once planned, the ELL teacher provides additional support through small group instruction or one-on-one conferring. Assists individual or small groups of ELL students in their comprehension of concepts and specialized vocabulary. Students might also receive support in learning more about content topics within their Guided Oral Reading groups. Data from Fountas and Pinnell, in class assessments/observations/performance tasks/MoSL, are analyzed by the school data team and teachers to ensure instruction is data driven.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development. The ENL provider conducts one to one meeting with teachers of ELLs that they are aware of the student's level of proficiency. The ENL provider also facilitates professional development to make all teachers aware that they are teachers and service providers as well. Data is reviewed on a weekly basis based on the child's performance in class and assessments.
12. What new programs or improvements will be considered for the upcoming school year? Based on NYSESLAT and NYSITELL results, the weakest are of our ELLs is the writing component. The school cabinet in collaboration with the LPT crafted the school's CEP goals. One of the main focal points of the CEP is to cultivate writing across all academic areas.
13. What programs/services for ELLs will be discontinued and why? We have not discontinued any services and programs since aim to continue providing all mandated services to ELLs and all students that require intervention.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building. The school has a variety of after school and supplemental services that are offered to all students including ELLs. For example the EATS program, CHAMPS, Black Spectrum, Saturday Academy and afterschool Theater Program. Other programs offered during school hours include Young Scientist Programs, Foreign Languages of the World, and Odyssey. Multi cultural fair and other events that encourages participation of ELLs are held during the school year. As the programs are open to all students, the ENL provider and the classroom teachers reach out to parents of ELLs to ensure they are aware of the available enrichment programs. Fliers, phone call, and individual phone calls are also made. Translations and interpretations are available in parents' preferred language.
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. One of the school focal points is to strengthen the integration of technology with instruction. In line with this, ELL students are provided learning activities that involve the use of technology such as the utilization of the smart board and the iPad. The ENL provider uses a variety of printed materials such dictionaries, thesauruses, books targeting specific language skills, content area textbooks and literary books. To ensure hands-on learning, the provider uses flashcards, magnetic letters, talking pens, wrap-ups, and other manipulatives. Integration of students' cultural background and native language is utilized to ensure full integration and representation of ELL students.
16. How is home language support delivered in each program model (DL, TBE, and ENL)? The school only offers ESL program. However, native language support is made available whenever possible. Currently, the ESL provider speaks Spanish and can provide native language support. In the event that the Haitian-Creole students or their parents require assistance, we have a Speech and Language Therapist who is available to translate. The school keeps a list of staff members who are fluent in other native languages should the need for translation and interpretation arise. If further support in student's native language is needed, we will contact the Office of English Learners for assistance. A variety of materials such as picture books, videos, audio, and other printed materials are presented to students in both English and Native language to ensure comprehension of content.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels. The LPT and school implementation team work together in ensuring that all ELL students are provided services as per state mandate and as per IEP, if applicable. To ensure all services/resources correspond to ELL's age and grade the LPT, ELL provider and school implementation team work together to ensure services are provided via one to one meetings with teachers of ENL's and ELL

provider. If RTI is needed it is provided by the teacher and services providers. Lesson plans included ELL strategies as well as IEP accommodations (if applicable). Linguistic support for specialized vocabulary and writing is provided by the classroom teacher and ELL provider. Students may also receive support as needed during content-area times such as math, social studies or science. The ELL provider and classroom teacher work together to assess and teach ENL students. ELL students and native English-speaking students work to achieve the same standards in every discipline. Once planned, the ELL teacher provides additional support through small group instruction or one-on-one conferring. Assists individual or small groups of ELL students in their comprehension of concepts and specialized vocabulary. Students might also receive support in learning more about content topics within their Guided Oral Reading groups.

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).

Parents of newly admitted ELL students are invited for a conference with the ESL teacher, general education teacher, and parent coordinator. We also have a parent-to-parent breakfast where parents of ELL and special education students meet and share information.

19. What language electives are offered to ELLs?

N/A

20. For schools with dual language programs:

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

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
The ENL provider attends professional development sessions and turn keys information to staff members. All staff, principals, specialists and teachers received PD on ELL policies and procedures on 10/19/15. On 10/15/15 the ELL teacher attend a PD for ELL Instructional Leadership Institute (ELI). The next PD date for ELL Instructional Leadership will be December 11, 2015. A workshop was also provided on 10/19/15 SESIS and understanding the IEP for staff members. Future workshop will include strategies for ENL learners and turn keying any workshops attended by the ELL provider. Teachers and staff members will provide also workshops. Some of the topic will be on: transitioning from grade to grade, common standards, differentiation strategies, argumentative essay and supporting claims, Smart Exchange, Co-teaching models.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
Teachers are encouraged to go online and search for available professional development inside and outside the BFSC. Teachers receive professional development every Monday. Teachers also work together to plan and develop lesson plans that are common core aligned. Teachers also attend workshops provided by UFT.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
The school has a transition team that coordinates with staff memebers to ensure succesful to transtion to 6 to 8 and from middle school to high school. The special ed and ENL providers work directly with students and teachers. Guidance Counselor attends meetings (Guidance Counselor Meeting), which focus on assisting parents and students with information about resources (academic and social), transitioning procedure and process to the different grades and schools (middle school, high school, college, trade, etc). Guidance Counselor then turnkeys information to staff.
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.
Teachers prescribed by CR Part 80 must be dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content 4 instructions for English language learners. For all bilingual and English as a new language teachers, a minimum of fifty percent (50%) of the required professional development hours must be dedicated to language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners.
Workshops on ELL will be provided by ENL teacher as the teacher attends ELL workshops. Paste response to question here:

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?

Via annual parent-to-parent breakfast for parents, periodic conferences, and IEP annual reviews, if applicable parents of ELLs are informed about program, language development, progress, and other assessment results. Bilingual staff will be available for interpretation services for any parent meetings or phone conferences to discuss goals in all academic areas. If a bilingual school staff is not available for a particular language or meeting then interpreters will be provided through the school funding received for onsite interpreters.

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.

The LPT ensure that all documentations are entered into the ATS and STARS systems and included in the student's cumulative folder as applicable. Annual individual meeting and meetings with ELL parent's records are kept in the ENL file as well as with the teacher. Phone conferences are logged in as well in meetings through a log or signed in sheet. Several forms of communication are used to reach the parents via phone calls, e-mails, letters and as well as one-to one meetings. All ELL-related documents will also be kept in the student's cumulative folder. The ELL provider translates the schools and teachers' homework or notices and other written notices, interprets at parent-teacher conferences and family nights, and maintains an openline of communication with different cultural communities in the school.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. See below.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? See below.
5. How do you evaluate the needs of the parents? See below.
6. How do your parental involvement activities address the needs of the parents? See below

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.

Parents in our school, including the parents of ELL show a high level of involvement. They actively participate in parent meetings and gatherings which include workshops, student special performances, School Leadership Team (SLT) and PTA assemblies, open school nights and other projects such as book sale.

The school Parent Coordinator works diligently in order to evaluate and provide the needs of the parents. Parent surveys are sent out and parent meetings and workshops are conducted at least once a month. At the beginning of the school year, the Parent-to-Parent Breakfast for parents of English Language Learners and students with special needs is held. This event gives the parents and teachers the opportunity to meet one another and discuss the services and other resources that are available in the building.

Workshops are conducted at least once a week to help the parents help their children at home. Topics range from assisting children with homework and other academic tasks, to how to effectively communicate with them, to fun crafts and other activities that they can do as a family. The school counselor is also available for consultation and gives the parents information about resources and places they could go to for translation and language classes. The school partners with community based organizations such as Resources for Parents, the Queens Public Library, American Red Cross, NYPD, FDNY, American Cancer Society, Link To Life Network Bone Marrow Donors, Breton's Defensive Driving Academy Materials for the Arts, Ridgewood Savings Bank, NY Civil Liberties, Carver Bank, Tech On Wheels, Citigroup, New York Blood Center, The Family Center, Jet Blue Airlines, Mets National League Baseball Club Build A Bear, Colgate Dental Van Cornell University Cooperative Extension program, Civilian Review Board and Health Plus, to provide assistance and services to ELL parents.

Throughout the school year, flyers and notices that contain information and resources are sent home continuously to parents written in both English and their native language. The school parent coordinator attends the Annual ELL conference in addition to workshops to gather information about ELL programs and learn about new approaches to providing the needs of parents of English Language Learners.

The needs of the parents are evaluated via individual conferences, correspondence, parent surveys and other types of interaction.

Part VI: LAP Assurances

School Name: 270**School DBN: 29Q270**

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)
Chayvonne Harper	Principal		10/30/15
Lisa Allen/Rosalie Ambrosio	Assistant Principal		10/30/15
Patricia Wheeler	Parent Coordinator		10/30/15
Aris Flores	ENL/Bilingual Teacher		10/30/15
	Parent		10/30/15
Ruth Panaligan, SETSS Provider	Teacher/Subject Area		10/30/15
	Teacher/Subject Area		10/30/15
	Coach		10/30/15
	Coach		10/30/15
Sonya Spurling	School Counselor		10/30/15
Lenon Murray	Superintendent		10/30/15
	Borough Field Support Center Staff Member _____		10/30/15
	Other _____		10/30/15
	Other _____		10/30/15
	Other _____		10/30/2015

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **29Q270** School Name: **The Gordon Parks School**
Superintendent: **Lenon Murray**

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.learn DOE.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.

Assessment of translations and interpretation needs assessment is initially conducted via analysis of information stated in the Home Language Identification Survey (HLIS) and ATS data. Parents of students newly admitted to the NYC Department of Education (Kindergarten, Transfer from private schools etc.) are interviewed and asked to complete the HLIS. If parents are identified as limited English/non-English speakers or if the primary language spoken at home is a language other than English, teachers and other staff members are notified. To create a report for each grade and class that reflects parent's language they speak we will use the ATS report of preferred languages, blue card information, and parent survey of preferred language of communication as well as the HLIS.

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.

Parents preferred languages are the following:
English
Spanish
Punjabi
Haitian Creole

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.)

Common translated documents explaining programs, services, and policies and other template school letter and forms will be download form Intranet nycboe.net/Schoolsupport/TranslatedDocs to ensure parents received and understand forms in their native language. Bilingual staff will be available for interpretation services. Some of the forms that will need translations are monthly calendars, school events, newsletters, assessment calendars, and important notices from principal/teachers/service providers.

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.

Interpreters will be provided for parent-teacher conferences and any school events through bilingual school staff or school funding received for onsite interpreters. An interpreter will be available for parent teacher conferences on September 17, 2015, November 5, 2015, and March 3, 2015. IEP conferences for ELL students and pertinent meeting with parents that impact the student's academic and social development will be scheduled ahead of time to ensure ample time is provided for translations and interpretations. Bilingual staff will be available for interpretation services.

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 contact the Translation and Interpretation unit at least three-two weeks ahead of time to translate any NYC DOE documents that contain critical information for parents about their child's education. Roster of bilingual staff will be kept in the office, ENL Room and a copy distributed to all staff and teachers.

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.

The school will contact the Translation and Interpretation unit at least three-two weeks ahead of time to translate any NYC DOE documents that contain critical information for parents about their child's education. Roster of bilingual staff will be kept in the office, ENL Room and a copy distributed to all staff and teachers. The school will utilize its bilingual staff members as well as the DOE interpretation units to ensure parents' language needs are met.

Part D: Training Staff on Policies and Procedures

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

All teachers and staff members receive a copy of the "I speak.." card which includes the phone number for over-the phone interpretation with a overview of their services.
All staff and teachers were trained on English Language Learner procedures and policies in reference to CR- Part 154 (Reference guide 2015-2015)
ENL teacher will be attending ELL Instructional Leadership Institute (ELI) to stay informed on policies and procedures as well as reading the English Language Learner Policy and Reference guide 2015-2015. As well as turn key information to school staff and teachers.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

The school will keep an updated list of limited English/non-English speaking parents based on the Home Language Identification Survey. A list of teachers/staff members and corresponding non-English languages they are proficient in will be created and will be made accessible should the need for an interpreter/translator arise. In addition, the Pupil Personnel Secretary and the classroom teacher will indicate on the child's blue emergency card that the child's parents have limited English proficiency. Finally, all personnel who provided instruction and service to a students whose parents are limited English/non-English speakers will be given access to Section VII of Chancellor's Regulations A-663 and links to translated documents and correspondence available in the DOE and NYSED website to ensure parental notification requirements and interpretation services are satisfied.

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 schedule quarterly meetings with parents with diverse culture and languages to gather feedback and best practices that can be utilized by the school to ensure services are delivered to ELLs more effectively.