

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

24Q305

School Name:

LEARNERS AND LEADERS

Principal:

LYNN BOTFELD

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Learners and Leaders School Number (DBN): 24Q305
Grades Served: Prek-4
School Address: 360/378 Seneca Avenue Ridgewood, NY 11385
Phone Number: 718-366-1061/718-381-0312 Fax: 718-366-4301
School Contact Person: Lynn Botfeld Email Address: lbotfel
Principal: Lynn Botfeld
UFT Chapter Leader: Deborah Sherlock
Parents' Association President: Alicia Quirke
SLT Chairperson: Kathleen Ferriola
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Alicia Quirke
Student Representative(s):

District Information

District: 24 Superintendent: MADELENE CHAN
Superintendent's Office Address: 98-50 50TH AVENUE CORONA, NEW YORK 11368
Superintendent's Email Address: Mchan2@schools.nyc.gov
Phone Number: 718-592-3357 Fax: 718-592-3770

Borough Field Support Center (BFSC)

BFSC: QUEENS NORTH Director: LAWRENCE PENDAGAST
Director's Office Address: _____
Director's Email Address: Lpender@schools.nyc.gov
Phone Number: 917-225-2020 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)
LYNN BOTFELD	*Principal or Designee	
DEBORAH SHERLOCK	*UFT Chapter Leader or Designee	
ALICIA QUIRKE	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
JOANNE ABANLOG	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Marlene Feliciano	Member/ Teacher	
Geovanna Jerez	Member/ UFT Paraprofessional	
Jackie Vargas	Member/Parent	
Annie Hart	Member/Parent	
Paul Verdesoto	Member/ Parent	
Chris Cercado	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Francisca Garcia Ruiz	Member/ Teacher	
	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.

Learners and Leaders is a PreK-3 Early Childhood Center located in Ridgewood, Queens. We are a Title 1 school with a diverse population; approximately 80% Hispanic, 12% White and 5% Asian. As an Early Childhood Center we have been studying and implementing best practices and align instruction with the Common Core Learning Standards for our young learners.

In September 2015, the school will add a fourth grade and the following September (2016) we will add a fifth grade. We have spent the 2014-15 school year preparing for meeting the needs of our fourth graders as well as ensuring coherence throughout the school from PreK through Grade 4. Our goals for the coming year reflect and enhance our commitment to this work.

Our mission statement is: We believe that students learn best when learning is active in an environment where students feel safe and respected.

We are determined to support our students in performing at high levels in all content areas. In 2013 we adapted the common core aligned programs, Ready Gen for reading and writing and Go Math to support teaching and learning in math. We also identified our school-wide instructional focus; Developing Students' Language and Vocabulary skills. We used our focus to deepen our understanding of many aspects of teaching and learning especially around planning, instruction and assessment. The work we did in this area has helped us understand the demands embedded within the Framework for Teaching evaluation system and the Common Core Learning Standards. In the 2014-15 school year our goals were designed to deepen the work begun the previous year.

Our CEP goals for 2014-15 were geared toward supporting teachers in learning the new reading, writing and math programs and using them effectively to improve student performance. We also focused on incorporating our deepening understanding of strong pedagogy aligned with the Danielson Framework. In analyzing our needs for the coming year we recognize the need restructure our goals in order to deepen and improve our work. While our objectives for improving pedagogy and student performance remain the same, our 2015-16 goals reflect the progress we've made as well as our need to expand the work.

For the past two years, our work with our Instructional Focus related to vocabulary had significant impact on teaching practices in the school. We began to think deeply about criteria in a variety of contexts related to vocabulary development. We asked ourselves questions related to the following: 1) What criteria should we use to help us identify vocabulary words students were accountable for using in speaking and writing; 2) establishing specific performance criteria; 3) ensuring students were aware of performance expectations and criteria; 4) what specific and actionable feedback can we provide to students; 5) how can we track students' use of targeted vocabulary, particularly in speaking. For 2015-16 we shifted the school's Instructional Focus from Vocabulary and language development to Looking at student work to identify strengths and areas of need, and to drive our planning. This shift will allow us to expand our practice from looking closely at students' use of targeted vocabulary work, to looking at student work in a variety of contexts. In 2014-15 the administration supported these practices in work with the ESL, special education and Exemplars pilot teams. In the coming year the administration will continue to work with the ESL and special education team. In addition, grade level teacher teams will be supported in analyzing and using student work data for planning and professional development on Monday afternoons. Teacher teams will use work in a variety of forms and contents to learn what students know and are able to do and determine next steps for instruction. We will use our new Instructional Focus to build upon and expand our work on vocabulary development.

Upon reviewing our goals in February 2016, we realized that our goals were too broad. In order to support meaningful, deep and long term improvements in teaching and learning, we are revising our goals. Based on analyses of teacher performance in observations, as well as student performance data, the school's administration in collaboration with the

Professional Development Team identified the need to support teachers in teaching concepts related to content. Our revised goals in Rigorous Instruction and Collaborative Teachers reflect this shift.

Teaching Concepts and Content in Math - this year the school is focused on supporting teachers in recognizing, understanding and effectively teaching the concepts embedded in the K-2 math curriculum. This focus led to our goals for Rigorous Instruction and Collaborative Teachers. Our Math Concepts Team consists of teachers from K-2. We supplement our participation in a PD series of Professional Learning Opportunities provided by the Borough Field Support Center with meetings in the school. Teachers across grades are working together to understand, plan and share our learning with each other and with grade level our colleagues.

Partnerships – the school has focused on developing several important partnerships. We have begun partnerships with IS 93, which is the middle school most of our fifth graders will attend. We also have a strong partnership with the Ridgewood YMCA, which hosts an after school program for our students.

Supporting teacher planning – Our 2015 Quality Review identified Instruction as our Area of Focus. Careful analysis of feedback in teacher observations revealed that teachers need support in planning, specifically Components 1a and 1e in the Danielson Framework. We are continuing and strengthening this focus through our goals in Rigorous Instruction and Collaborative Teachers. Our primary focus is on an intense study of Component 1a in the Danielson Framework for Teaching. This is based on the theory that good planning drives high quality instruction. Component 1a focuses on planning and stresses the importance of teachers understanding the concepts embedded with the content and familiarity with a wide range of effective instructional strategies. Teachers who understand content and how to teach it well are well prepared to provide Effective and Highly Effective instruction in all areas. Our ultimate goal is to positively impact student thinking and performance. .

Trust and improving our partnership with families are woven into our objectives and plans for achieving our goals. Welcoming family members and developing strong relationships with families has always been a high priority for the school. Throughout the year we will work with parents to get better at working together to support our children academically, socially and emotionally.

In 2015-16 we will continue to focus on improving student performance on state and local measures. As in previous years we chose holistic goals that we believe will have a strong impact on the school's climate and culture as well as on student performance. Our goals range from improving attendance to creating a community generated instructional vision for our growing school. Additionally we identified goals around professional development and supporting teachers getting better at using data from student work to drive planning and instruction.

24Q305 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03	Total Enrollment	398	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	83.9%	% Attendance Rate		93.0%
% Free Lunch	83.4%	% Reduced Lunch		8.0%
% Limited English Proficient	18.6%	% Students with Disabilities		18.8%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		2.2%
% Hispanic or Latino	81.9%	% Asian or Native Hawaiian/Pacific Islander		5.1%
% White	10.6%	% Multi-Racial		0.2%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	6.34	# of Assistant Principals (2014-15)		1
# 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)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		7.32
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

Part 1 – Needs Assessment

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

Data from teacher observations reports, our 2015 Quality Review and the work of teacher teams indicates that throughout the school instruction is generally customized, aligned to the Common Core. This evidence is based on our work with curriculum programs that are aligned with the Common Core standards in reading, writing and math. This has led to exposing students to more complex text and engagement at higher levels. Work is customized, especially for English Language Learners and Students with Disabilities to some extent throughout the school.

As indicated in our Area of Focus identified in our 2015 Quality Review, we need to align our instruction more closely with Effective practices described in the Danielson Framework for Teaching Rubric. We noted that teachers need support in several areas. These are closely aligned with Components 1a, 1e, 3b and 3c in the rubric.

Thinking critically about how planning and instruction must focus on conceptual as well as procedural learning. (1a)
Incorporating learning activities that require higher levels of intellectual thinking and critical thinking skills into planning and instruction.(1a, 3b, 3c)

Specifically we are working on strengthening planning and instruction by focusing on the following areas.

Planning for high level student-centered learning activities. (1a 1e, 3b, 3c)

Identifying the important concepts in a topic and how they are related (1a)

Recognizing prerequisite skills necessary for learning (1a)

Utilizing a variety of pedagogical approaches (1a)

Planning learning activities designed to engage students cognitively and intellectually (1e)

Using appropriate materials and resources to support students' learning (1e)

Effectively organize and plan for instructional groups to support student learning (1e)

Organize and sequence units and lessons to advance student learning (1e)

Incorporating data from our analysis of student work into subsequent planning and instruction (1e)

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.

The goals we established at the end of 2015 consisted of improving teachers' scores in Advance from 2015 to 2016. We realize that it would be more meaningful and relevant to track teachers' scores across the 2015-16 school year. Therefore we are revising this goal and focusing on this school year. By June 2016 50% of teacher evaluations will show improvement in ratings in one or more of these components of the Danielson Framework for Teaching:

1a - Knowledge of Content and Pedagogy

1e - Designing Coherent Instruction

3b - Questioning and Discussion

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
<p>Teachers will use Professional Development time on Mondays to plan units and lessons.</p> <p>- teachers who have achieved Effective and Highly Effective ratings in Domain 1 and Domain 3 will take the lead in grade level planning.</p>	All teachers	Sept 2015– June 2016.	Classroom teachers ESL teachers Classroom paraprofessionals
<p>Teachers will work in grade level teams to closely analyze and incorporate Domain 1, Components 1a and 1e in their unit and lesson planning in all content areas.</p> <p>- grade, vertical and focus teams will work together to closely analyze the expectations and practices described in each component.</p> <p>- teachers who have achieved Effective and Highly Effective ratings in Domain 1 and Domain 3 will share plans and practices that meet the criteria described in Components 1a and 1e, particularly as they “reflect a wide range of effective pedagogical approaches” and “represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.”</p>	All students ENLs SWD AIS	Oct 2015 - June 2016 Oct 2015 - June 2016	PD team Teachers who scored Effective and Highly Effective in Components 1a and 1e Classroom Teachers ESL teachers AIS teacher SETSS teacher Paraprofessionals Administrators
<p>Teachers will use Parent Engagement time to build the upon the school’s partnership with families.</p> <p>Teachers will share their deeper understanding of the considerations and characteristics for Effective and Highly Effective</p>	All students ENLs	Sept 2015 - June 2016	Classroom Teachers ESL teachers

<p>planning in order to help parents better understand and support the learning needs of their children.</p> <p>The Parent coordinator will support teachers in contacting and communicating with families.</p> <p>The Parent Coordinator and Administrators work with families to identify areas in which parents need additional support. Administration will work with teachers on providing workshops and other resources for parents to support them in understanding the demands of the Common Core</p>	<p>SWD</p> <p>AIS</p>		<p>AIS teacher</p> <p>SETSS teacher</p> <p>Parent Coordinator</p> <p>Paraprofessionals</p> <p>Parents/families</p>
<p>School staff and administration will continue to work hard to cultivate a strong culture of trust among teachers and between teachers, parents and administration. According to the Framework for Great Schools Report, 2015, all our scores in the trust category were in the strong area range. Between 96% and 99% of teachers and parents responded positively in all four measures that were reported. We will continue to work hard to earn the trust of all stakeholders.</p>	<p>All teachers</p>	<p>Oct 2015 – June 2016</p>	<p>All teachers</p> <p>Administration</p> <p>Parents</p> <p>Parent Coordinator</p> <p>Social Worker</p> <p>Other school staff (school aides, secretary, school safety, etc.)</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>In order to support professional development and teacher team work the following resources will be allocated – Monday afternoon professional development time will be allocated for teachers to work together to analyze Domain 1 of the Danielson rubric, share practice and plan accordingly.</p> <p>The administration will work with the Professional Development team to develop tools to support teacher understanding and implementation of Effective and Highly Effective planning practices.</p> <p>The Professional Development will embed critical and relevant connections between the teacher team work on student work and the Danielson Framework and the Quality Review rubric.</p> <p>Calendar and additional planning days have been allocated to provide teacher teams with time to work in vertical teams to align planning and practice across the school.</p> <p>Administration, teacher teams and individual teachers will identify connections between improvements in planning and impact on instruction (measured by teacher observations) and student performance (measured by student work and performance on assessments.)</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	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.

By February 2016 each teacher team will develop a protocol for ensuring that each characteristic described in Component 1a and 1e of the Danielson rubric is incorporated into all planning. By June 2016 teacher teams will begin to identify criteria to use to evaluate how effectively planning is used for instruction (Danielson Domain 3, Components 3b, 3c, 3d).

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.

Creating and maintaining a supportive environment has been a high priority at our school since we opened in September 2008. While we still have a lot of important work to do to ensure that student feel safe, supported and challenged by teachers and peers, we identified attendance as an important for the school. We recognize the importance of providing and enhancing our supportive environment as a key factor in maintaining and improving our attendance and lateness record. To provide students with the benefits of academic, social and emotional support and the elements of the Capacity Framework students have to be in school. In reviewing our attendance in February 2014 we realized that although a system was in place it was not being implemented effectively. Administration recognized the need to establish clear expectations for the members of the Attendance Team. We began the work in April 2014. By September 2014 a clear plan was put in place for improving the effectiveness of the Attendance Team. As an early childhood center we recognize the importance of creating strong partnerships between school staff, students and parents in order to attain the highest levels of student attendance. This goal is intended to develop a collaborative team approach to creating this partnership.

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.

In order to ensure the school’s approach to social-emotional support for our students is informed by a theory of action and results in a safe environment and inclusive culture that reduces the barriers to educational success, we will meaningfully involve the school community to assure stability that a secure school placement can provide so that by June 2016 10 students whose daily attendance whose absences and lateness exceed specific benchmarks set by the school will improve in attendance and/or lateness..

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) 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>Administration will identify key personnel to create an Attendance Team to monitor and improve attendance</p> <p>The team established a meeting schedule and protocol for addressing students with excessive attendance/lateness.</p> <p>Attendance Team to establish monthly benchmarks for attendance and lateness Team members who will serve as Grade Monitors are assigned. Grade Monitors are assigned to oversee the actions taken by the school for students on their assigned grades who exceed attendance/lateness benchmarks.</p> <p>Team meets bi-weekly identify and implement tiered response protocol for addressing students whose attendance and/or lateness meets or exceeds monthly benchmarks. Supports for families will increase as number of absence/lateness increase.</p> <p>Beginning January 2016 in our new building and March 2016 in our old building, administration and student announcers will recognize and congratulate classes with 100% attendance the previous day.</p> <p>Team to monitor overall and targeted students' attendance on a weekly basis and follow-up to evaluate effectiveness of actions through subsequent attendance of targeted students</p> <p>Team to communicate process and procedure to the school community to staff through the principal's newsletter and to families via letter sent home at the beginning of the school year.</p> <p>The importance of good attendance and coming to school on time will be emphasized for all students, in particular English Language Learners and Students with Disabilities and the team</p>	<p>Students</p> <p>Parents</p> <p>Teachers</p>	<p>Sept 2015 – June 2016</p> <p>Oct 2015– June 2016</p> <p>June 2016</p>	<p>School aides</p> <p>Principal</p> <p>Parent Coordinator</p> <p>Parents Association Executive Board</p>

<p>will establish a system for recognizing and rewarding students for good attendance</p> <p>At the end of the year the Parents Association will host an Attendance Awards Ceremony and Celebration recognizing and rewarding students with good attendance.</p>			
<p>The team will ensure that we are able to communicate with families of our English Language Learners to help them understand the importance of good attendance and punctuality in the following ways</p> <p>When possible we will utilize staff and other members of the school community to translate</p> <p>We will encourage families to choose translators who accompany them to meetings, such as neighbors and family friends or relatives.</p> <p>We will utilize the DOE translation services over the phone with families</p> <p>When possible we have documents translated either by members of the staff, school community or the DOE translation unit.</p> <p>Key members of the Attendance Team, such as the Parent Coordinator, the school social worker and the school nurse will work closely with teachers to support parents of students with disabilities. The focus will be on helping parents understand the importance of good attendance and coming to school on time in developing academic and personal habits and supporting student learning and progress.</p>	<p>Parents of English Language Learners and Students with Disabilities</p> <p>and the student</p>	<p>Oct 2015 – June 2016</p>	<p>Attendance Team</p> <p>Attendance Teacher</p> <p>Principal</p> <p>Parent Coordinator</p>
<p>Parents of every student who meets excessive absent/late benchmark are contacted by the school to ensure they are aware of the importance of coming to school on time every day that a student is healthy.</p> <p>The number of absences/late determines who contacts the parents; we have established a ladder of support.</p> <p>Every absence triggers a call from our Global Connect automatic calling system reminding parents of the importance of coming to school on time</p> <p>Once monthly benchmarks for excessive attendance/lateness are met the parent is sent a letter informing them of the number of times a student has been absent and/or late and the importance of attendance and/or punctuality</p> <p>At the next absence the Team member who oversees that grade will ask the teacher to contact the parent and initiate a personal discussion of the issues. The teacher reports the</p>	<p>Parents of English Language Learners and Students with Disabilities</p>	<p>Oct 2015– June 2016</p>	<p>Attendance Team</p> <p>Attendance Teacher</p> <p>Principal</p> <p>Parent Coordinator</p>

substance of the discussion to the Team. At the teacher may enlist the help of other school resources, i.e. the school nurse, parent coordinator, and/or school social worker.			
In order to build trust between the school and families, all members of the Attendance Team as well as the rest of the school community will take a supportive stance when working with parents and students to improve and celebrate attendance. When students are excessively absent and/or late the Attendance Team will take a collaborative problem solving approach becoming thought partners and advocates to help find solutions. All staff members will treat students and families of chronically absent and late students with respect. Team to review procedures in place and determine what adjustments and/or revisions will improve our effectiveness.	All parents All students Students Parents	Sept 2015– June 2016 June 2016	Attendance Team All school staff Attendance Team Principal Attendance Teacher Social Worker Parent Coordinator

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.											
Administration to designate members of the school community to serve on the Attendance Team Schedule time for regular weekly meetings for Attendance Team to meet, review attendance, monitor targeted students, contact parents, share information and enter into iLog and additional other actions according to the procedures established by the team. Principal, Assistant Principal, School Social Worker and Parent Coordinator to designate additional time each week for meeting with families of students whose absence/lateness has not improved despite the supports provided by the team Team to collect weekly attendance percentages to compare with next year when we will compare monthly attendance percentages to this year’s attendance											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016 attendance logs, iLog and team notes of communication with families will document ongoing monitoring and activity of students with excessive absence and lateness. Although many factors contribute to attendance and lateness, targeted students with a history of being absent/late will show improvement.
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.

Collaborative teachers characterize every aspect of the school. Since we opened in September 2008 teachers have worked together on planning and instruction, addressed challenges together and worked hard to support each other. Our entire school culture is characterized by respect, support and continuous improvement. In February 2016 the teachers in Grades K through 3 expressed ongoing dissatisfaction with the writing portion of the Ready Gen program. Teachers found that the program did not provide enough guidance or support for students or teachers, that the lesson in the program's units and modules did not adequately prepare students to meet the demands of the Common Core standards. We formed a committee investigated various writing programs. The committee identified a program to recommend to the staff and arranged a meeting and introduction between the teachers and representatives of the program. As a result, the staff decided to adopt the program Steps to Writing, which is a K-5 writing program. Our writing goal this year will focus on supporting teachers in learning and implementing the new program with their students.

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.

In order to support improvements in student performance, teachers are working on aligning our math curriculum with the Danielson Rubric, Component 1a, 1a: Demonstrating Knowledge of Content and Pedagogy

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>Administration and teacher teams are working together to support</p> <p>Teachers will use Monday Professional Development time to review and analyze the program and plan units of study. Planning will be aligned with Components 1a and 1e of the Danielson Rubric.</p> <p>Administration will work with Teacher Teams to design or identify tools to support teachers in understanding and implementing planning and teaching of math concepts, and aligning it with the practices described in the Planning Domain (Domain 1) of the Danielson Rubric.</p> <p>In November, December, January and February the administration will schedule observations to take place during math lessons in each class to provide support and feedback to teachers in their implementation concepts instruction..</p> <p>The Professional Development Team will use teacher feedback, data from teacher observations to identify performance assessments and writing assignments to determine professional development opportunities to support Effective Planning and Instruction.</p> <p>The Professional Development Team will stay in close touch with the teachers during the roll-out and implementation of the writing program. As needed the Professional Development Team may work with the administration to identify Professional Developers who can guide teachers</p> <p>Professional Development Team will schedule DYO and teacher-led Professional Development to support teachers in identifying and meeting their own needs in teaching writing.</p> <p>Year-end reflection – teacher teams will meet to evaluate the effectiveness of the program and how to revise, supplement and/or adapt to meet students' needs.</p>	<p>All teachers</p>	<p>Sept 2015 - June 2016</p> <p>Nov 2015 - June 2016</p> <p>May 2015</p>	<p>PD team</p> <p>Administrators</p> <p>Teachers</p> <p>PD team</p> <p>All teachers</p> <p>Administration</p>

<p>Teachers will work in grade level teams to determine the following</p> <p>Grouping needs based on pre-assessments and post-assessments</p> <p>Share practice for providing support for groups of students including struggling students and high performers</p> <p>Classroom teachers will continue the work on grade level teams.</p> <p>Special education (ICT) teachers will work on grade level and vertical teams to support each other in meeting the needs of their students.</p> <p>Administration will support teachers in self-contained classes to develop additional supports and scaffolds to strengthen students' prerequisite skills as they work with mathematical concepts.</p>	<p>Students</p> <p>Students</p> <p>Teachers</p> <p>Special education teachers (ICT)</p> <p>Special education teachers (self-contained)</p> <p>Teachers</p>	<p>Sept 2015 – June 2016</p> <p>Nov 2015 – June 2015</p> <p>Oct 2015 - June 2016</p>	<p>Teachers</p> <p>Special education teachers</p> <p>AIS teachers</p>
<p>School staff and administration will continue to work hard to cultivate a strong culture of trust among teachers and between teachers, parents and administration. According to the Framework for Great Schools Report, 2015, all our scores in the trust category were in the strong area range. Between 96% and 99% of teachers and parents responded positively in all four measures that were reported.</p>	<p>Teachers</p> <p>Parents</p>	<p>Jan – June 2016</p>	<p>All teachers</p> <p>Administrators</p> <p>Parent Coordinator</p> <p>Parents</p>
<p>Teachers will work in grade level teams to determine the following</p> <p>Identify and develop assessment criteria to assist teachers in evaluating student mastery of math concepts</p> <p>Grouping needs based on pre-assessments and post-assessments</p> <p>Share practice for providing support for groups of students including struggling students and high performers</p> <p>Teacher teams will use assessment criteria for conceptual learning to design tools for ensuring students are aware of high quality work</p> <p>Special education (ICT) teachers will work on grade level and vertical teams to support each other in meeting the needs of their students.</p>	<p>Students</p> <p>Students</p> <p>Teachers</p> <p>Teachers</p>	<p>Sept 2015 – June 2016</p> <p>Nov 2015 – June 2016</p> <p>Oct 2015 - June 2016</p>	<p>Teachers</p> <p>Special education teachers</p> <p>AIS teachers</p>

<p>Teachers in self-contained classes will use another program that we researched and identified as providing strong support in closing the achievement gap between students with disabilities and grade level expectations.</p> <p>ESL teachers will meet in their vertical team to determine whether and how this program supports students in preparing for the NYSESLAT. They will determine how best to supplement the program to address students needs specific ENL's needs and the demands of the NYSESLAT assessment</p>	<p>Special education teachers (ICT)</p> <p>Special education teachers</p> <p>(self-contained)</p> <p>Teachers</p>		
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Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>In order to support professional development and teacher team work focused on supporting teachers in learning and implementing the new writing program, the following resources will be allocated –</p> <p>Monday afternoon professional development time will be allocated to teachers working together to review the program, analyze student work and plan writing instruction that is aligned with Domain 1 of the Danielson Rubric.</p> <p>The administration will work with the Professional Development team to identify and develop tools to help teachers align their understanding of concepts in content and a range of effective pedagogical strategies with the Danielson and Quality Review rubrics.</p> <p>The Professional Development will embed critical and relevant connections between the teacher team work on student work and the Danielson Framework and the Quality Review rubric.</p> <p>Calendar and additional planning days have been allocated to provide time for vertical teacher teams to meet, align curriculum with the CCLS and establish coherence across grades</p> <p>The data specialist will represent student performance data with graphs to provide teachers with visual support in understanding the trends on their classes and grades</p>

<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
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By February 2016 teacher planning and administration observation data will show that twenty classroom teachers are aligning their planning of the Steps to Writing Program with Domain 1 of the Danielson Rubric.

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.

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

Part 5 – Progress Monitoring

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

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

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

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

Part 1 – Needs Assessment

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

Partnerships – the school has focused on developing several important partnerships. In alignment with the Framework for Great Schools, we have been working hard to strengthen our partnership with parents. We have also begun partnerships with IS 93, which is the middle school most of our fifth graders will attend. We also have a strong collaborative partnership with the Ridgewood YMCA, which hosts an after school program for our students. We are also committed to sustaining the close relationship we've established with the schools in our Learning Partners triad.

Part 2 – Annual Goal

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

By June 2016, 6-8 teachers will actively participate in a partnership that has a measurable impact on one of the pillars of the Framework for Great Schools.

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) 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>Administration and teachers will identify potential partnerships teachers can choose to participate in. Possible partnerships included-</p>	<p>All Teachers Parents</p>	<p>Sept 2015 – June 2016 Oct 2015 – May 2016</p>	<p>All Teachers Parents</p>

<ul style="list-style-type: none"> - a structured plan for partnering with parents - partnering with the Ridgewood YMCA - partnering with an arts or cultural organizational - partnering with IS93 or another school's - teachers can identify partners to work with in the school. - charity or service organization <p>Administration will work with teachers, parents and partners to establish expectations for the partnership, setting goals (what do you want to achieve, what will this partnership produce?), criteria for success, benchmarks for evaluating success along the way, a calendar, activities and reflection</p> <p>The Professional Development Team will provide a Design Your Own (DYO) Professional Development cycle to give teachers the opportunity to use PD time to identify resources and materials that can guide and support their work.</p> <p>Partnerships will identify tools to evaluate how effectively the work directly impacts teaching and learning and effects student performance.</p> <p>Administration will work with teachers to identify partners and structure partnerships to meet teachers strengths and areas of need.</p>	Partners (IS 93) Ridgewood YMCA Arts/cultural organization		Partners (IS 93) Ridgewood YMCA Arts/cultural organization
<p>As part of choosing their partnership and focus, teachers and paraprofessionals will each choose a target population. They will review and evaluate their partnership using the target group they identified. Target groups might be students with disabilities, English Language Learners, high-performing students, or another group option.</p>			
<p>In ongoing communications teachers will share their work in the partnership with parents, including their reflection of the caliber of the work. Teachers will their learning with each other and with parents. Teachers, partners and parents will focus their work on supporting improvements in student performance</p>	Teachers Paras Parents Students YMCA staff	Oct 2015- June 2016	SLT Teacher team Social worker Parent Coordinator Administration
<p>School staff and administration will continue to work hard to cultivate a strong culture of trust among teachers and between teachers, parents and administration. According to the Framework for Great Schools Report, 2015, all our scores in the trust category were in the strong area range. Between 96% and</p>	School community	Oct 2015- June 2016	SLT Teacher team Social worker

99% of teachers and parents responded positively in all four measures that were reported.			Parent Coordinator Administration
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Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Administration to schedule time and funding for teachers to meet with partners during or before or after the school day.											
Administration, teachers and partners create a template to provide clear expectations, goals and outcomes for each partnership.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<u>By February 2016 at least six teachers will have either identified a partner or have established a relationship with their partner.</u>
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)	Scores on running records and writing performance tasks Scores on independent writing assignments	Repeated readings Fountas & Pinnell Leveled Literacy Intervention System Small group writing instruction and support	<ul style="list-style-type: none"> • Small group instruction • Classroom teacher Push-in/pull-out provider	During school day Grade 3 and 4 – before and after school day ESL students – before and after school day
Mathematics	Student performance on daily Quick Check assignments Student performance on Unit Pre-Assessments of skills necessary to master content within the unit	Reteach lesson Go Math resources for providing remedial support	<ul style="list-style-type: none"> • Small group instruction • Classroom teacher Push-in/pull-out provider	During the school day Grade 3 and 4– before and after the school day
Science	Student performance on learning activities	Reteach lessons Provide background and support through texts	<ul style="list-style-type: none"> • Small group instruction Classroom teacher	During the school day
Social Studies	Student performance on learning activities	Reteach lessons Provide background and support through texts	<ul style="list-style-type: none"> • Small group instruction Classroom teacher	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Student performance on reading and math assessments	Ready Gen resources Fountas and Pinnell Leveled Literacy Intervention System Go Math Intervention resources	Small group – push in and pull out instruction	During the school day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>100% of our teachers are highly qualified. Professional development and teacher teams are designed to ensure that practice and pedagogy are based on student outcomes. We are successful in recruiting and retaining highly qualified teachers by establishing a positive, supporting culture and climate, as well as providing high levels of differentiated professional development to support improvements in practice. Assignments are determined using a variety of considerations including teachers' strengths, experience on certain grades, need to recognize the connections between grades and teachers' choices. As we expand and hire new staff we have focused our recruitment on teachers who possess dual certification. Many of our students are not native speakers of English. We are trying to attract certified ESL teachers. Administration is also encouraging teachers to obtain ESL certification and is supporting teachers in trying to create a partnership with a local university to bring an ESL certification program to our school.</p>

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).
<p>Our Professional Development Team has developed a balanced approach to structuring and scheduling professional development. Monday afternoon Professional Development time has been allocated for grade level teacher teams to analyze student work and identify class and grade trends to drive instruction. The team has identified cycles throughout the year that teachers can offer and select teacher-led PD in topics of their choice. In addition we will be offering teachers a Design Your Own PD cycle. Teachers will have the opportunities to choose partners/small groups. Each group will select a PD focus, a topic or focus they want to explore, identify resources, set goals and a generate a product. Other supports for High Quality and Ongoing Professional Development will be embedded in the partner work that some of the teachers will be participating in.</p> <p>In addition administration and Effective and Highly Effective teachers will work with teachers who have demonstrated the need for support in specific areas. Administration will also work with Effective and Highly Effective teachers in identifying resources options for improving their practice as well as taking on leadership roles within the school. In addition, specific teams such as the ESL teachers and special education teachers will meet on a set schedule every other week. These teams will use study the common core standards, performance expectations and student work across grades to learn about their students. The teams will reach out to district and other educational supports to support our growth. Administrators will work along side teachers to strengthen knowledge and understanding of teaching and learning and to support student progress.</p>

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

In order to support preschool children from early childhood programs into the elementary school program we have expanded our pre-K program from a half-day to a full day program. This will enable us to prepare students for our nurturing and rigorous CCLS aligned kindergarten and elementary program. We also invite parents with students in local day care programs to tour our school and attend a presentation about our academic program.

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.

As part of the ADVANCE teacher evaluation system a team of teachers identified assessments that will be administered and used to evaluate teachers. Teachers on each grade and content area actively participate in the use and selection of a variety of ongoing and formative assessments. Professional development is designed to increase teachers' understanding of the characteristics of effective ongoing assessment through analyzing and exploring Component 3D of the Danielson Framework. This year we are supporting that work by focusing on Components 1a and 1e of the Danielson Framework. These components emphasize the importance of effective planning to support our work with using assessments. Professional development will build on prior work focusing on supporting teachers in effectively using data from assessments to plan instruction. We will be looking very closely and carefully at the characteristics of effective planning and incorporating them into our unit and lesson planning. Teachers then work together to develop and share plans based on Domain 1 of the Danielson Rubric

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	223,702.00	X	11, 15, 18, 23,26
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00		
Title III, Immigrant	Federal	0		11, 15
Tax Levy (FSF)	Local	2,781,546.00		11, 15, 18, 23,26

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) Template

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. [Learners and Leaders] , 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. Learners and Leaders will support parents and families of Title I students by:

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

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

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

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

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

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

School-Parent Compact (SPC) Template

Learners and Leaders 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:

s Standards and Assessments by:

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;

- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>Learners and Leaders</u>	DBN: <u>24Q305</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>93</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>7</u>
of certified ESL/Bilingual teachers: <u>4</u>
of content area teachers: <u>3</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Starting in early October, Learners and Leaders will provide an intervention program targeting at-risk ELLs who need additional grammatical and phonetic support. Margaret Padua (Ms. Maggi, NYS ELL certified instructor) will work with third grade ELLs on Wednesdays and Thursdays for .5 hour sessions. The program duration will be a half-hour since students remain in the classroom at the end of the day and thus avoid losing any instructional time by transitioning to a new location. During the hours of 2:30-3:00 p.m., Ms. Maggi will utilize Foundations, which is based upon the Wilson Reading System principles and serves as a prevention program to help reduce reading and spelling failure. Each level of Foundations presents skills in a carefully structured scope and sequence. Some of the instructional activities of the Wilson-based program are: letter formation, sound mastery, phonics, vocabulary, tricky words, fluency, and literary comprehension. Each lesson has been designed for a 30 minute duration. This program will expand in January by incorporating a whole language approach and NYSESLAT practice for all ELLs, not just those that are at-risk.

- Beginning the third week of January, our fourteen week after school program is aiming to prepare our students for the NYSESLAT and target all of our students' literacy goals in the four modalities. The program will begin in January and will be completed in the last week of April prior to NYSESLAT. For the first nine weeks of the program, we will be working in small groups using data from student work and the previous year's NYSESLAT test scores to guide our instructional goals. We will utilize component of ReadyGen (including Reader's Sleuth) to provide scaffolded instruction for close reading, oral reading, and language analysis. ReadyGen also includes focused writing instruction to work on conventions and the writing process. For the remaining five weeks of the program we will continue our small group work and begin introducing the NYSESLAT. Students will become familiar with the format of the test and the rubrics used to grade their work.

- We have decided that Kindergarten, 1st, 2nd, and 3rd Grade students will receive instruction on Wednesdays and Thursdays from 2:30 to 4:00 p.m. for a total of 3 hours per week. Students will be grouped based on their academic needs. Kindergarten, 1st grade and 3rd grade ESL teachers will be servicing a limited number of newcomers. Small grouping within the classroom will ensure teachers are able to differentiate lessons for the newcomers to make input more comprehensible to them. There are no LTEs or SIFEs in our school at the present time. Teachers who work with our ELLs with disabilities subgroup in grades K-3 will implement recommended IEP modifications during all Title III programs. Since all of our ELL students are in the ESL Program, instruction will be given in English. The approximate number of ELLs (depending on participation) for each grade is as follows: Kindergarten: 40 ELLs, 1st grade: 22 ELLs, 2nd grade: 13 ELLs, and 3rd grade: 8 ELLs.

- During the first nine weeks the program will focus primarily on non-fiction literature which is emphasized in the Common Core Standards. We have also decided to spotlight nonfiction to build background knowledge, vocabulary, and schema for ELLs. The materials we will be using are literature from ReadyGen, ReadyGen Sleuth, our leveled libraries, videos, poems, songs, Foundations, audiobooks, NYSESLAT Test Prep workbooks and other resources and realia that support early literacy development. There will be seven teachers involved in this program and four are ELL licensed. The teachers who are not ELL certified will receive training and coteach with our four NYS ELL certified teachers (Yasmina Keller, Melissa Marino, Kathy Ferriola and Margaret Padua). Common Branch

Part B: Direct Instruction Supplemental Program Information

teachers will work alongside ELL certified teachers for the full 3 hours per week. Additionally, Common Branch teachers will focus on the content of instruction while ELL teachers will concentrate on the language objectives of each lesson.

Part C: Professional Development

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

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

Begin description here: _____ The four NYS ELL- licensed providers (Yasmina Keller, Melissa Marino, Maggi Padua, and Kathy Ferriola) have been and will continue to attend a variety of PDs targeted toward shrinking the performance gap of ELLs. Some of the PDs and dates attended are as follow: Universal Design for Learning (October 8, 2014), Maximizing opportunities for ELLs (October 21, 2014), and Writing Language Objectives for ELLs (December 5, 2014). PDs will be turn keyed to the other three Title III Program teachers during the half-hour instructional block each Tuesday. In the second week of January, just prior to the launch of our 14 week program, ELL and Common Branch teachers will meet to layout the structure, content and goals of both the literacy program and NYSESLAT test prep. We will also cover the components of the NYSESLAT test, rubrics used when grading them, and which skills to focus on based on current data and the previous year's NYSESLAT scores. The ELL providers will lead the planning of the nonfiction whole literacy program. Melissa Marino will lead the training and planning for grade K. Kathy Ferriola will lead the training and planning for grade 1, Yasmina Keller will lead the training and planning for grade 2, and Maggi Padua will lead the training and planning for grade 3.

Part D: Parental Engagement Activities

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

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

Begin description here: _____ In May, we will host several Family Reading Nights (6:00 to 7:00 p.m.) for students and parents. To make the events age appropriate, we will invite parents of Pre-K and Kindergarten, grades one and two, and grade three on separate evenings. We will gather in the library where teachers will read from a favorite book. The teacher models story telling as an art form. Read-alouds should have a good sense of timing and bring the characters of the story "to life" through facial expressions and voice inflections. Parents will be provided with ten strategies in literacy to help their child at home. To wrap up the evening, goodie bags and snacks will be handed out in the cafeteria.

- We will also have a Library Saturday program for ELLs and their parents once a month. The Library will be open 2.0 hours per month (10:00 a.m to 12:00 p.m). Our community need for further literacy education aimed at parents and their young children is significant. Our trained library staff created a developmentally appropriate learning space and material collections for families. Our library serves a culturally and economically diverse population that requires greater access to free and engaging literature. Our Family Library Day has allowed us to develop a more comprehensive array of services for

Part D: Parental Engagement Activities

our families and ELLs.

-
According to our school's most recent analysis of demographics, 43% of Home Languages are English and 44% are Spanish. Therefore, written translation is provided in-house by a school staff member or by the DOE Translation Unit. In order to meet the needs of our students and parents, all school communications (such as calendars, newsletters, invitations etc.) are sent home in English and Spanish. For parents with a language other than Spanish, we have made parents aware that they may stop by the school so that we may utilize the DOE translation and interpretation unit when necessary. Each event will have at least one Spanish speaking staff member or volunteer available and we often have Arabic and Polish translators for larger scale events. Finally, we encourage families to bring along someone who speaks both English and their home language to ensure we have captured their understanding.

Part E: Budget

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

Allocation Amount: \$_____

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

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

2015-16 AND 2016-17 SCHOOL YEAR

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

A. School Information

District 24	Borough Queens	School Number 305
School Name Learners and Leaders		

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 Lynn Botfeld	Assistant Principal Nicholas Bologna
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher Yasmina Keller	School Counselor Lili Feldman
Teacher/Subject Area Natalie Giambra/SETTS	Parent Yazmin Zurita
Teacher/Subject Area Sabrina Gisone/AIS	Parent Coordinator Debbie Villanueva
Related-Service Provider Tova Itzkovitz	Borough Field Support Center Staff Member
Superintendent	Other (Name and Title)

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	6	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	5
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0

Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	3	Number of special education teachers with bilingual extensions	0
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D. Student Demographics

Total number of students in school (excluding pre-K)	422	Total number of ELLs	122	ELLs as share of total student population (%)	28.9128.91 %
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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 type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
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A. ELL Programs

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	122	Newcomers (ELLs receiving service 0-3 years)	112	ELL Students with Disabilities	15
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

	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			Total
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										00
DL										00
ENL										00
Total	00	00	00	00	00	00	00	00	00	00
Number of ELLs who have an alternate placement paraprofessional:										

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
														00
														00
														00
TOTAL	00													

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	
	EL	EP																		
																			00	00
																			00	00
																			00	00
TOTAL	00																			

* 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
									00	00
									00	00
									00	00
TOTAL	00	00	00	00	00	00	00	00	00	00

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	41	32	14	10	6									103103
Chinese	1	2	1	1										55
Russian														00
Bengali			1											11
Urdu														00

Arabic		3	4	1										88
Haitian					1									11
French														00
Korean														00
Punjabi														00
Polish		2	1			1								44
Albanian		1												11
Other														00
TOTAL	4242	4040	2121	1212	77	11	00	1231 23						

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)	11	1	1	0	3									1616
Emerging (Low Intermediate)	11	5	1	2	2									2121
Transitioning (High Intermediate)	6	3	1	2	0									1212
Expanding (Advanced)	1	21	11	2	2									3737
Commanding (Proficient)	18	11	1	3	3									3636
Total	474 7	414 1	151 5	99	101 0	00	1221 22							

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														00

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														00

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	2	2		55
4					00
5					00
6					00

7					00
8					00
NYSAA					00

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	1		3	0	2		3		99
4									00
5									00
6									00
7									00
8									00
NYSAA									00

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									00
8									00
NYSAA Bilingual (SWD)									00

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				
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:

1. 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.

Learners and Leaders uses sections of Teacher’s College, Foundations, and ReadyGen to assess the early literacy skills of our ELL population. The data shows a need for additional support with letter recognition, rhyme generation, phonemic awareness and initial and final consonant sounds. By using this data, we will target our ELL students with double dose Foundations in a small group setting. The Teacher’s College Running Records will be used to form guided reading groups and small group strategy lessons that focus on reading behaviors appropriate for the student's level.

Our aim is to continue providing literacy support that encourages our students to become lifelong readers and writers.

Thus, we will continue utilizing ReadyGen to address the ELA Common Core Standards and New York City’s literacy requirements. ReadyGen promotes student thinking and understanding through citation of text-based evidence.

Students are evaluated informally with the use of checklists and comprehension questions and formally with performance-based assessments.

2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
Entering-3%

Emerging-13%

Transitioning-9%

Expanding-55%

Commanding-20%

The data patterns reveal that a great number of our ELLs are performing at the Expanding level. Students at this level are challenged to increase their English skills in more contexts, and learn a greater variety of vocabulary and linguistic structures. Expanding level ELLs must also apply their growing language skills in more sophisticated ways appropriate to their age and grade level. Learners and Leaders will apply pedagogical considerations to Expanding ELLs in order to assist them in reaching full second language proficiency. Percentage of K-3 ELLs within the Expanding category are listed below:

K-57%

1st-26%

2nd-13%

3rd-4%

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

Annual Measurable Achievement Objective (AMAO) is a newly updated tool used to analyze ELL student data and improve instructional programs for ELLs. According to our AMAO, we received a score of 100% in meeting title III NYS targets in 2015 for either AMAO 1 or 2. To maintain these notable scores, we are spearheading a program that addresses Listening and Speaking Common Core standards through accountable talk. Studies indicate a growth in 2nd language development when focus is placed in these first two modalities (listening and speaking).

4. For each program, answer the following:
- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?
- a. All in-class assessments are proctored in English. In order to ensure we are assessing subject knowledge (rather than language proficiency) during content-based exams, Learners and Leaders scaffolds in-class assessment in English for ELLs. ELLs consistently fare better when information is delivered in a comprehensible way.
- scores.
- b. Learners and Leaders is currently not participating in ELL Periodic Assessments.
- c. Because of the reason stated above, this question is not applicable.
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](#).]
- Learners and Leaders analyses the running records and Teacher's College benchmarks for reading levels throughout

the year. We use this analysis to select English Language Learners who will be serviced with Tier II and Tier III

Interventions. Natalie Giambra works with our SETTS students and Ms. Marino in our AIS program to pull-out ELLs that are at risk. They use the Leveled Literacy Intervention Program by Fountas & Pinnell. Progress is monitored every 3-5 weeks with Fountas & Pinnell Running Records. Both Mrs. Giambra and Ms. Marino collaborate with ENL Providers and classroom teachers weekly to ensure all instruction is targeted to specific goals. Ms. Gisone also works with administrators to analyze GoMath unit assessments and teacher observations so that she may provide Math services to ELLs.

6. How do you make sure that a student's new language development is considered in instructional decisions?
At Learners and Leaders we allocate a great deal of consideration to our ELLs when selecting programs and planning instruction. Learners and Leaders has made its school-wide instructional focus "Using Student Work" to help guide our lessons. By using student work, English Language Learners who experience delayed development in language are quickly identified and provided with targeted ENL/ELA support. Likewise, ELLs who are on level are introduced to greater degrees of rigor so that acquisition of English continues to flourish. Because vocabulary is a consistent area of language growth amongst ELLs, important considerations include taking advantage of cognates, ensuring that ELLs know the meaning of Tier 2 and Tier 3 words, and providing sufficient review and reinforcement of words and their meaning. Additionally, our Curriculum Maps are designed to allow for multiple entry points for all students, including our ELLs and former ELLs. Classroom teachers and ENL providers ensure that there are many scaffolds; visual supports, TPR, realia, etc. to support second language development. Commonbranch teachers and ENL providers consistently modify lessons and activities to ensure students are able to demonstrate progress with content knowledge, academic vocabulary and overall language development.
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?Not Applicable
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
Each year we look at the individual growth of our ELLs by utilizing Annual Measurable Achievement Objectives (AMAO) Estimator Tool. This allows us to automatically estimate AMAOs 1 and 2 on a school level. The rich data yielded from this tool helps us to evaluate the impact of our pedagogy and design targeted, data-driven instructional programs to

accelerate student learning. Programs that reveal limited gains are revised or discontinued while those demonstrating a boost in achievement are extended for another school year. The estimator tool has revealed that Learners and Leaders has exceeded expectations for AYPs in both AMAO 1 and 2.

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.
Yasmina Keller, our licensed ENL pedagogue, administers the Home Language Identification Survey (HLIS) to determine the student’s home language as part of general intake procedures. The home language is determined based on the results of the HLIS, which includes an interview with both the parent and student in English and the home language. Over-the-phone interpretation services are available through the DOE’s Translation and Interpretation Unit so that parents can receive language assistance and have their questions answered in their preferred languages. For students whose home language is not English, the school must administer a more in-depth interview with the student, review his/her school work (if available), and review the Individualized Education Program (if applicable), in order to determine NYSITELL eligibility. Our school prints NYSITELL answer documents using the RLBA function in ATS and Yasmina Keller proctors the exam. After the NYSITELL exam is administered, answer documents are scanned into ATS via the attendance scanner within 10 school days of enrollment. All new entrants whose HLIS responses indicate a home language of Spanish and who are newly identified as ELLs based on NYSITELL results will be administered the Spanish LAB during the same 10-day testing window. Yasmina Keller, a native Spanish speaker, administers the LAB.
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).
Our school has 30 school days from initial enrollment to make an initial SIFE determination. Determining SIFE status begins at the time of completion of the Home Language Identification Survey when the parent is asked to indicate prior schooling. If there are indications within the ELL Identification Process that a student has had an interruption or inconsistency in their formal schooling, we proceed with the SIFE Identification Process. To initiate the SIFE process, we

administer the oral interview questionnaire and for those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, administer the Literacy Evaluation for Newcomer SIFE (LENS). At the present moment we do not have SIFEs.

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). NYSITELL eligibility for students entering our school with IEPs (from within the United States) is based on the determination of the Language Proficiency Team (LPT). Our LPT is comprised of Nicholas Bologna (Asst. Principal), Yasmina Keller (ENL teacher), Melissa Bang (Special Education provider), the student's parent or guardian and a translator (if necessary). Our LPT determines whether the student should take the NYSITELL. Our LPT considers evidence of the student's English language development, the student's history of language use, assessments administered in the student's home language and information from Committee on Special Education (CSE). Based on the evidence, our LPT must make a determination within 20 days as to whether the student may have second language acquisition needs or whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. The form titled Language Proficiency Team NYSITELL Determination Form is then completed and placed in the student's cumulative folder.
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 5 school days of ELL determination, Learners and Leaders informs parents of the results of the NYSITELL and ELL status using the NYCDOE standard parent notification letters (in the parents' preferred language). A master list with dated copies of Entitlement, Non-Entitlement and Continued Entitlement letters are kept in our ELL Dept. authenticating that all letters were sent before the deadline. Every effort is made to ensure that parents complete the Parent Survey & Program Selection Form, and outreach attempts are tracked and maintained at the school using previously mentioned procedures established within our school.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section). Beginning in the 2015-16 school year, a student who has undergone the ELL Identification Process (as the result of first time entry or reentry) may go through the ELL Re-identification Process. Parents are informed in their preferred language of their right to appeal this

decision in an entitlement or non-entitlement letter sent by our school. The Re-identification Process allows schools,

parents, and students who believe a student may have been misidentified as an ELL or non-ELL to request (within 45

school days of enrollment only) that the ELL Identification Process be administered a second time. These records are kept in the ENL department's ELL binder for easy access.

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.

Learners and Leaders provides a Parent Orientation within five school calendar days of the student's enrollment. We

send letters in the family's home language and also send home a follow-up flier as a reminder informing parents of the

need to attend. While the meeting is held, parents are provided with an agenda and shown the orientation video in their

home language to explain the three program choices. This orientation offers the opportunity to inform parents about our

curriculum, Common Core Standards, assessments, and language acquisition goals. A group discussion is then held

to allow ENL teachers to answer all questions and concerns. Yasmina provides Spanish translation. Parents who

require non-Spanish translation utilize phone translation services or come prepared with a friend or family member that

can interpret our orientation. Parents are made aware that all programs are available to their children. Parents who

select a program other than Freestanding ENL are informed of their rights. Their selections will be documented on

ELPC, and if the numbers allow for a particular model, our school will create a classroom to meet their program

selection. Parents are offered the opportunity to transfer their child to a school that currently has their program of choice

by sending their request to ELLtransfers@schools.nyc.gov. Our school supports the parent's decision to transfer their

child or wait for the program to be opened in their home school. In the meantime, we provide Freestanding ENL to the

student until the child is placed in the program of their choice. If any further concerns or wishes arise, the ENL

coordinator (Yasmina Keller) will meet individually with families to support their program selections. An additional parent

orientation is scheduled for parents who were unavailable to attend the original orientation. Attendance records of

parents, staff members present at the orientation, and languages used other than English are recorded using our L&L

accountability procedures. Should a parent not complete the Program Preference choice will have bilingual program as the default placement in ELPC.

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

After parents are informed of all three program models at the parent orientation, our school provides parents with a Parent Survey & Program Selection Form (in the parents' preferred language), where they must indicate their program preference. We are able to collect the vast majority of forms in person because a one-one-one orientation occurs at the time of registration. Should the parent choose to take the survey home for further review, they must return the completed and signed form within 5 school calendar days. If the parent does not return the form within 5 days, the student must be placed in a bilingual program if one exists at our school (which presently it does not); otherwise, the student is placed in our ENL program. We document and include followup attempts to gather initial parent selection preferences and also document these records in our program binder located centrally in our ELL office. Following collection of the forms, we enter parent choice as indicated on the Parent Survey & Program Selection Form in the designated ATS screen in ELPC. The parent's first choice should be entered as noted on the selection form, regardless of whether that choice is currently offered at our school.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. As noted in the previous response, the vast majority of Parent Survey and Program Selection forms are completed in-house at the time of registration. The ENL coordinator, Yasmina Keller, ensures completion of parent surveys by maintaining a log. We make phone calls (in parent's preferred language) to all our families with the support of Debbie Villanueva, our parent coordinator, to set up one-on-one conferences if necessary. If a parent did attend the orientation but chose to take their program selection form home to complete, we follow up with that family.
9. Describe how your school ensures that placement parent notification letters are distributed. Parent notifications letters are placed directly in student's take-home folder and collected the following school day. On Sept. 17 during our Curriculum night, parents who received notification letters (in parent's preferred language) will be invited to discuss the significance of NYSITELL results and gain further understanding of our ENL program with their ENL teacher. This session will afford us the opportunity to make sure notification letters were received and parents are aware of their child's ELL status.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). We ensure that families of all students who are entitled to NYSITELL or NYSESLAT receive the appropriate notice (non-entitlement, entitlement, continued entitlement, and placement letters) in their home language. Yasmina Keller produces these official letters and distributes them to classrooms, placing each one in student take-home folder. All ELL-related

forms (aka Critical ELL documents) are kept in the student's cumulative record. Additionally, we maintain an ELL Folder of Critical Documents in a central location for ease of review. We retain the following Critical ELL documents:

*Dated and signed copies of each student's Home Language Identification Survey

*Parent Survey and Selection Form

*Program Placement Letter

*Entitlement letter (newly identified ELLs)

*Continued entitlement letter (continuing ELLs)

*Non entitlement letter

*Language Proficiency Team NYSITELL Determination Form

11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

We administer NYSESLAT to track progress in English language acquisition and to determine continued eligibility of ELL services for the following year. In order for students to receive a valid score, our school administers all sections (Session 1, Session 2 and Session 3) of NYSESLAT to all ELLs. Yasmina Keller works with administrators to generate ATS reports that identify which students are eligible, a schedule that includes all Subtests of NYSESLAT and provides opportunities for make-ups during the administration window.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Learners & Leaders sends Continued Entitlement Letters to parents of students who continue to be entitled for ELL

services (based on the NYSESLAT) before the beginning of the school year and no later than Sept. 15th. Continued Entitlement Letters are placed directly in student's take-home. On Sept. 17 during our Curriculum night, parents who

received notification letters will be invited to discuss the significance of NYSITELL results and a further description of our ENL program with their ENL teacher. Letters are sent in the preferred language of the parent.

13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

After reviewing the Parent Survey and Program selection forms over the last few years, trends are steady. Over 90% of parents at Learners & Leaders have consistently picked Freestanding ENL as their number one choice of ELL program. We continue to build alignment between parent choice and program offerings as per Aspira Consent Decree, which established the right of city public school student with limited English proficiency to receive bilingual education while they simultaneously become fluent in English.

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.

With the exception of our Special Education/bridge classes (which receive pull-out services by certified and highly-qualified teachers), ELLs in Kindergarten and 1st grade are serviced using the Push-In model. Students are grouped by grade in K and 1 as well as in two proficiency bands: Emerging/Entering and Transitional/Expanding. By clustering proficiency levels we are able to provide the mandated Standalone and Integrated minutes. Grades two and four are serviced by a self-contained ELL teacher (with dual common-branch and TESOL license). ELL proficiency levels for these students are heterogeneously grouped. Third grade also receives Push-In ELL services from an ELL provider and students are of mixed proficiency levels. Self-contained classrooms will provide differentiated instruction and flexible grouping as a way to deliver Standalone and Integrated ELL instruction. Small group instruction assists in developing students' performance in ways that are most successful for language acquisition and provides the flexibility we need to comply with CR Part 154.2 . Working in homogeneous small groups not only allows students to work with others at their level and abilities but it also lends a malleable method for teachers to measure progress of students bolstering their language goals.
 - b. TBE program. *If applicable.*

Not Applicable
 - c. DL program. *If applicable.*

Not Applicable
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Learners and Leaders is able to deliver mandated instructional ENL and ELA minutes. We currently do not have a

Home Language Program available in our school. We provide Stand-alone ENL instruction to develop English

language skills so that students can succeed in core content courses. To comply with regulations and strengthen

language skills, 180 minutes for Entering-level and 90 minutes for Emerging-level ELLs of Stand-alone ENL are

delivered by a certified ENL teacher.

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards. Content area is delivered through ENL. Entering and Emerging ELLs receive 180 minutes of Integrated ENL/ELA instruction. Transitioning ELLs receive 90 minutes of ENL/ELA Integrated instruction while Expanding-level ELLs are afforded the flexibility to work on ENL/ELA or other Content Areas for 180 minutes. Some of the materials we use for content area are GoMath, ReadyGen, SchoolWide, Foundations and Foss. GoMath is provided in Spanish for students who need native language support. We also utilize electronic translators and ipads to target unfamiliar vocabulary.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
Not Applicable

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Listening and Speaking--Throughout the year, we employ Accountable Talk to strengthen and evaluate ELLs on their Listening

and Speaking abilities and measure their performance with a common-core aligned continuum . Some expectations for listeners

and speakers encompass: comments are connected to previous ideas, students avoid multiple conversations, students' interest is in the whole discussion rather than in their own turn-taking and students elaborate to build upon ideas and each others' contributions.

Other behaviors we teach and look for in Accountable Talk is that the discussion remains related to text/subject/issue, talk is

about issues rather than participants, students work toward the goal of clarifying or expanding an idea, students summarize,

paraphrase each other's arguments, students make an effort to ensure they understand one another and they clarify terms under discussion.

Reading-ELL reading is assessed via running records, Foundations unit assessments, ReadyGen unit tests and comprehension

questions, some of the reading features that we gauge are:

Decoding: Typically, decoding skills are measured through the child's ability to read words out of context. Isolated words are presented to the child one at a time, and the child is asked to say the word aloud (this is not a vocabulary test, so children should not be expected to provide meanings for the word). Sometimes teachers test children's ability to "recognize" sight words as a test of decoding skill, but "recognizing" words is not the same as decoding them. Decoding is a strategy that readers can use on all words, even words they've never seen before. Sight-word reading has to do with memorizing the "image" of a word or a specific feature of a word, and with this strategy, only a select few words are learned.

Reading Comprehension: The most common reading comprehension assessment we employ is from TC running records and ReadyGen Close Reading Passage responses. This involves asking a child to read a passage of text that is leveled appropriately for them, and then asking some explicit, detailed questions about the content of the text.

Language Comprehension: It is always worthwhile to compare a child's language comprehension with their reading comprehension to be sure that the ability to understand text is not being limited by the ability to understand language.

Writing-Through the use of rubrics and checklists, Learners and Leaders evaluates ELL student writing on five product factors: structure, content, conventions, syntax, and vocabulary. Writing samples are assessed across a variety of purposes to give a complete picture of a student's writing performance across different text structures and genres. These simple classroom evaluations help us identify strengths and weaknesses, plan instruction, devise instructional activities, give feedback, monitor performance, and report progress.

6. How do you differentiate instruction for each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status
- a. SIFEs are ELLs who have attended schools in the United States for less than twelve months and who, upon initial enrollment in such schools are two or more years below grade level in literacy in their home language and/or two or more years below grade level in mathematics due to inconsistent or interrupted schooling prior to arrival in the United States. At the moment Learners and Leaders does not have SIFE students.
- b. Newcomer ELLs have received English as a new language instruction for a total of zero to three continuously enrolled school years in the United States. It is critical that we alleviate many newcomers' fears by creating an atmosphere of acceptance and welcome in all of our classes. We assign a buddy to our recently arrived English language learners to boost self esteem and help them acclimate into our class. Newcomers also require modified instruction, collaborative learning opportunities and texts. Some of the characteristics in text for newcomers include:
- Numerous illustrations that help clarify the text
 - Story plots that are action-based
 - Limited text on each page

Text that contains repetitive, predictable phrases

High-frequency vocabulary and useful words

Text that employs simple sentence structures

c. Developing ELLs have received English as a new language instruction for a total of four to six years in the US. This subgroup receives our heightened instructional attention because of the prolonged language acquisition process. We utilize intervention services (such as AIS and RTI) to alleviate deficiencies and make a rigorous push toward deepening comprehension. Graphic organizers are a means of introducing and assessing concepts in a manner that encourages meaningful learning. Graphic organizers show the relationship between new and existing concepts, thereby facilitating integration of new and familiar ideas. They require intermediate-level language and are therefore helpful tools when teaching Developing English language learners..

d. Long Term ELLs have received English as a new language instruction for seven years in the US. Because we serve grades K-4,

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long term ELLs are not enrolled in our school.

e. Former ELLs are students who had been identified as English language learners and subsequently exited from ELL status. For at least two years following the school year in which a student is exited from ELL status, former ELLs receive 90 minutes per week of

ENL instruction from a certified ENL teacher and are eligible for certain specified testing accommodations

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.
A student who has undergone the ELL Identification Process (as the result of first time entry or reentry) may go through the ELL Re-identification Process. Our school informs parents of their right to appeal this decision in an entitlement or non-entitlement Letter sent by our school. The Re-identification Process allows our school, parents, and students who believe a student may have been misidentified as an ELL or non-ELL to request (within 45 school days of enrollment only) that the ELL Identification Process Be administered a second time. Once a decision has been established, the child's language acquisition will be monitored through the use of reading/writing/listening and speaking assessments by our ENL instructor to ensure academic progress of the student has

Not been adversely affected by the re-identification of ELL status.

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?
To provide access to academic content areas, accelerate English language development and reach IEP goals for ELLs-SWDs, we
- Use flexible grouping for academic intervention. Differentiation and the integration of ELLs into heterogeneous classes based on Student needs and learning styles provides an opportunity to deliver instruction targeting IEP goals. Co-teaching, as well as Integrating thematic and project-based learning enable teachers to help students attain English proficiency. All service providers, Including OT, PT and/or speech push-in according to the child's needs. Service providers, along with the classroom teacher, Paraprofessionals, and ENL teachers collaborate to discuss ENL strategies in order for the child to meet the IEP goals.
9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
In terms of instruction and scheduling, our ELLs in Special Education receive ENL services in a manner which does not conflict with the schedule of other service providers. This is done so that we may adhere to mandates and help SWDs achieve their IEP goals and accelerate English proficiency. Paraprofessionals assigned to students are paired according to home-language when available. All special education students that require a bilingual paraprofessional due to their IEP have one. The number of students with disabilities in an Integrated Co-Teaching class does not exceed 40 percent of the total class register with a maximum of 12 students with disabilities . On a social/behavioral front, our lunch program and recess are organized in a way that a variety of children are given the chance to interact with one another. For example, monolinguals, ELLs, SWDs, and general education students are integrated throughout the school day. Physical activities, assemblies, shows and trips are organized in a way that children interact with as many members of the school community as possible.

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

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		

The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.

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

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

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

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		

The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.

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

NYSED.gov

*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.

Home Language Usage/Support	Transitional Bilingual Education (TBE)				
100%					
75%					
50%					
25%					
Dual Language					
100%					
75%					
50%					
25%					
Freestanding ENL					
100%					
75%					
50%					
25%					
TIME	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING

A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

Our targeted intervention programs for ELLs begins with the analysis of TC running records. We use this analysis to select English Language Learners who need additional supports that can be serviced with Tier II and Tier III Interventions. As previously noted, Natalie Giambra works with our SETTS students and Ms. Marino in our AIS program to pull-out ELLs that are at risk. They use the Leveled Literacy Intervention Program by Fountas & Pinnell. Progress is monitored every 3-5 weeks with Fountas & Pinnell Running Records. Both Mrs. Giambra and Ms. Marino collaborate with ENL Providers and classroom teachers weekly to ensure all instruction is targeted with specific goals. Ms. Gisone also works with administrators to analyze GoMath unit assessments and teacher observations so that she may provide Math services to ELLs. In preparation of NYSESLAT and to maximize language instruction, we offer a Title III afterschool program to ELLs. Data in all content areas is collected, analyzed and accessible to all teachers through google drive. This allows us to track and target student performance in all content areas.

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

Go Math! is a comprehensive Grade K-6 mathematics program developed to support the Common Core State Standards for Mathematics. The program emphasizes Essential Questions and Big Ideas with depth of

understanding as the goal. Interactive lessons utilize research based instructional approaches and differentiated instructional resources to ensure success for all students, including ELLs.

ReadyGen meets the needs of our ELLs in both content and language by having teachers achieve the shifts brought on by NYS

Common Core Learning Standards. ReadyGen is based on Scope and Sequence of skills and strategies that are appropriate in phonics and comprehension. Some of the features extolled in the ReadyGen Reading curriculum are:

a-balancing informational and literary texts

b-Knowledge in the Disciplines (science and social studies topics that meet NYS Standards)

c- Staircase of Complexity

d- Text Based Answers; making your case from the text you read; higher level thinking skills

e-Writing to sources, (students are bringing their knowledge from one text to another; substantiating your argument; and writing from/to multiple texts sources

f-Focus on academic vocabulary to arm student for complex text

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

In 2015-2016, Learners and Leaders will be utilizing Schoolwide Fundamentals Complete Common Core Writing Collection.

This curriculum is aimed at helping new and struggling writers build appropriate skills, confidence, literary expression and voice.

Through the use of the program, we anticipate that:

- Students will engage in a full range of writing including writing narratives, writing to inform, and forming and writing arguments.

- Each year in their writing, students will demonstrate increasing sophistication in all aspects of language use, from the development and organization of ideas, to the revising, editing, and publication of their works.

- Students will address increasingly demanding content, sources, and mentor texts.

A second program that we will be piloting in our school is SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words). This program offers a systematic approach to decoding that supports students in gaining reading fluency and comprehension.

For our younger students, the program provides the kind of structure and systematic lessons that beginning readers need. For our older students, the SIPPS program uses age-appropriate reading materials that help them acquire the skills they must have to read

grade-level texts and understand content-level vocabulary.

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

Learners and Leaders has not fully discontinued any program, however, we have developed a hybrid writing curriculum that merges the most effective features of TC, ReadyGen, and Schoolwide Fundamentals for our ELLs and NonELLs. By combining several aspects of these curricula, we are able to eliminate the disjointed aspects of ReadyGen Writing. This is done by utilizing Schoolwide Fundamentals to emphasize the writing process for the development, organization, revision, editing, and publication of their works. We will also continue TC instructions so that our ELLs may perform in a full range of writing genres in both fiction and nonfiction.

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

Every program in our school is open to all children including our ELLs and Special Education students. Through the YMCA, we provide a supplementary afterschool program that targets both the social and academic needs of students. In the winter/spring season, we provide an afterschool NYSESLAT Test Prep course. We also have family activities on the weekend that invite all of our students with their extended family and siblings to engage in art or take trips to cultural landmarks, museums, and attractions in New York City. ELLs and their parents are able to fully participate in all programs and new-comers are assigned escorts or teacher aides that are able to translate for the child or parent.

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.

GoMath Differentiation and Intervention Handbook, Houghton-Mifflin Social Studies Program for Grades K-2 (which include lessons designed specifically for ELLs), FOSS Science for Grades K-3., and Ready Gen ELL scaffolding guides. These are in addition to the many teacher-created tools, which include many visual and language supports. We also have SmartBoards and Elmos available in all classrooms so that teachers may create interactive lessons that contain multi-media, graphics, videos, and sound clips. Every classroom is equipped with computers for students to utilize throughout the school day. For native language support, our FOSS Science program has materials available in Spanish for both instruction and assessment. Electronic translators for newcomers offer interpretations in over one hundred languages. We have recently purchased ipads for both school and home use by our 4th grade students.

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

When children discuss their class work and homework with their parents, it is important that these discussions take place in a language that feels comfortable and natural. To help children achieve academic success, parents must be able to discuss a variety of topics with increasing difficulty and complexity as academic levels increase. Regardless of language, being able to understand and work with ideas and concepts yields academic success. In fact, studies suggest that if children build a strong foundation in their home language, they will learn to speak, read and write English (or the community language) even better.

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

There are various services and resources available for our ELL students. The ELL teachers Melissa Marino and

Yasmina Keller push into classrooms and provide ESL methodologies that support ELLs. Mrs. Giambra, Ms. Gisone

and Ms. Marino, our AIS providers, also deliver support to struggling ELLs. All these services correspond with

ELLs ages and grade levels. These providers are able to differentiate instruction by analyzing student TC running

records and literary comprehension. GoMath as well as ReadyGen are aligned with the Common Core State

Standards and grade appropriate for students. These programs provide scaffolded instruction for ELLs as well as

students with special needs.

17. 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).

ELL parents take part in a parent orientation at the moment of student's enrollment. We send home letters and fliers

to invite parents to meet-the-teacher and curriculum-night. Our Parent Coordinator and school counselor will reach

out to parents of ELLs to encourage their attendance. ELL students meet with ENL teachers throughout the day to

provide ENL instruction using ENL methodology. These teachers provide engaging activities to provide a risk-free

teaching environment for all ELLs. The incoming activities focus on Basic Interpersonal Communication Skills which

help the students adapt quickly to their new school and establish bonds with peers. Gradually the shift has a greater

emphasis on academic language through work with our curriculum.

18. What language electives are offered to ELLs?

Not Applicable

19. For schools with dual language programs:

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

Not Applicable

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
Professional Development at Learners and Leaders is an ongoing part of our goal to grow as professionals and ensure we learn how to meet the needs of all students. The ELL providers have participated in many professional developments this school year including many offered through the Office of English Learners. Our ELL teachers participated in a two-day workshop on preparing for and unpacking the recently changed NYSESLAT exam. We also participated in a four day math institute specifically designed toward making math content comprehensible to ELLs. We also attended a four-day professional development institute titled, “Brain Research: Keeping ELLs in Mind,” which shed light on what neuroscience can teach us about language acquisition.
PD’s for all personnel, including speech providers, guidance counselors, and paraprofessionals is ongoing. Below are the PD’s scheduled to help ELL personnel meet their professional goals.
10/22/15 Ready Gen Vocabulary
10/21/15 Keys to Unlocking Effective Phonics Instruction
10/8/15 New Teacher Support Institute for ELLs
10/29/15 Academic Language
11/24/15 Vocabulary Unpacked
12/17/15 Text Complexity
1/21/15 Helping SIFEs
1/21/16 Disciplinary Literacy
2/24/16 Language Acquisition vs. Learning Disability
3/17/16 RTI for ELLs
3/22/16 Collaborative and Supportive Approach for Administrators
4/20/16 Oral Language Unpacked
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?
Learners and Leaders has embraced Common Core Learning Standards. We understand the need to provide professional development that is aligned to these standards so that our teachers may properly support ELLs. We are also receiving extensive professional support with Schoolwide Fundamentals by exploring a comprehensive writing curriculum produced with the Common Core Learning Standards in mind. Training is designed to equip teachers with the tools and practices necessary to meet the expectations and instructional shifts of the new standards to help all students, including ELLs and ELLs with disabilities, become college and career ready.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Because we are an early childhood K-4 school, our students do not transition into middle or high school.
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.

Professional Development at Learners and Leaders is an ongoing part of our goal to grow as professionals and ensure we meet the needs of all students. All information learned at trainings is turn-keyed to all ELL providers and classroom teachers. To keep up with Chancellor's regulations and upcoming ELL news, out-of-classroom ELL teachers (Melissa Marino and Yasmina Keller) are encouraged to attend professional development through the office of ELLs. For example, network meetings, LAP training workshops and NYSESLAT training. Teachers at Learners and Leaders also attend other instructional workshops such as ReadyGen, ELL Math Institute, Foundations workshops, and Brain Research Institutes throughout the year. We use a tracking sheet to sum up the hours of professional ELL training we receive throughout the year.

Learners and Leaders must provide professional development to all teachers and administrators that specifically addresses the needs of English language learners. A minimum of fifteen percent of the required professional development hours for all teachers must be dedicated to language acquisition. There is a focus on which best practices may be utilized by Learners and Leaders for successful co-teaching strategies that integrate language and content instruction for ELLs.

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?

As per new regulations, our school must individually meet with the parents or guardians of ELLs at least once a year, in addition to parent teacher conferences and initial parent orientations. Contact with parents is commonplace at Learners and Leaders so this mandate will neither surprise parents or belabor teachers who are accustomed to discussions about our ELLs. During these meetings we will review goals of the program, their child's language development progress, their assessment results, and language development needs in all content areas. This meeting is conducted with a qualified interpreter/translator in a language that the parent or guardian best understands. To validate these meetings, we record attendance using ELL dept. procedures for parent outreach.

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.

Administrators at Learners and Leaders will ensure that each parent of an ELL is invited and attends an annual

individual meeting. A log for such meetings will be made available in a central location so that administrators may quickly verify that these meetings are taking place. Teachers will be able to provide records reflecting the date, time, topics discussed, student and parent name for each attempt. We are able to accommodate the needs of parents for annual individual meetings by utilizing our Tuesday parent time as well as outreach efforts that accommodate parents' preferred mode of communication, such as email, phone calls, or letters.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. To foster parental involvement in our school we have an open door policy for all parents. All parents are welcomed and encouraged to participate and be familiar with all content instruction and add to their child's learning goals by offering at home and in school support. Specifically, we offer parent workshops in literacy to help our parents build their literacy skills at home. Parents are strongly encouraged to attend field trips. We provide family weekend outings organized by our teachers and Parent Coordinator to help our families explore and learn about areas outside our community. We hold Art and Craft Saturdays at our school where families can come to our school and participate in an arts activity. Translation is always provided in all of our parental activities, either through fluent bilingual staff members or through the use of the Department of Education Translation phoneline. Also Learners and Leaders holds game night, exercise classes, movie night and healthy cooking tips for families. Learners and Leaders offers ENL classes for adults which takes place daily in the school building.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Learners and Leaders also partners with Community Based Organizations to support our ELL families. We currently partner with Citizens for a Better Ridgewood and the YMCA. The YMCA program provides a free after-school program to all students who register. The members of the Citizens for a Better Ridgewood and the YMCA staff are available for all parents, including ELLS, to offer information and support to gain access to our Ridgewood community and their support programs. Our school continues to proudly offer to all members of our community an adult ENL program. This program is offered through the NYCDOE Office of Adult Education.
5. How do you evaluate the needs of the parents? We evaluate the needs of our parents by keeping open communication through individual meetings, letters home and

parent meeting with parents of ELLs. The classroom teachers also communicate with both the parents and the ELL providers to address any questions or concerns. During parent-teacher conferences the classroom teacher will refer parents of ELLs to their child's ENL providers for additional information about their child's language progress. In addition to the normally scheduled parent-teacher conferences, we provide an evening for parents to visit our classrooms and learn about our programs. This evening is specifically for the classroom teachers, as well as out of classroom teachers, to discuss the school's programs and available support services. The parent coordinator, Debbie Villanueva, has the parent room open daily for all parents and will call an ELL provider when a parent has a specific language concern. The parent room provides internet access to all parents for their individual needs including researching ELL information from the DOE website. For all parent events, we have fluent Spanish speakers available for translation assistance in addition to the NYC DOE translation phonenumber. At Learners and Leaders we feel strong ties between school and home is an essential component to students' success. Parents receive weekly newsletters keeping them updated on skills and content being taught in the school. They are encouraged to provide feedback, questions and concerns to school staff.

School administrators and classroom staff analyze the results of our Environmental Surveys to evaluate our effectiveness on addressing the concerns of our parents. In the 2014-2015 Environmental Survey, an overwhelming percentage of parents felt satisfied with how Learners and Leaders:

School staff regularly communicate with parents/guardians about how staff can help students learn...96%

School staff tell families what the staff needs to advance the school's mission...94%

Parents/guardians are invited to visit classrooms to observe instruction...95%

Parents/guardians are greeted warmly when they call or visit the school...95%

Teachers work closely with families to meet students' needs...95%

Teachers communicate regularly with parents/guardians...95%

School staff encourage feedback from parents/guardians and the community...97%

Teachers try to understand families' problems and concerns...97%

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

Our parental involvement activities are aimed at addressing the needs of our parents and students. In order to keep an active parental presence in our school, we host Meet the Teacher night for both classroom teachers and out-of-classroom staff. We offer translation services via the translation hotline and face-to-face interpreters. To help parents struggling with implementing a healthy lifestyle, Debbie Villanueva has launched a parent fitness program. Activities range from exercise classes to nutrition lessons and cooking demonstrations. For those parents wishing to develop their second language English skills, we offer Adult ENL. We also host a range of workshops toward helping parents assist their child with academics. Topics discussed in such programs include: grade expectations, Common Core Standards, Math, ELA and NYSESLAT State Test Prep.

D. Additional Information

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

School Name: Learners and Leaders**School DBN:**

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)
Lynn Botfeld	Principal		12/14/2015
Nicholas Bologna	Assistant Principal		12/14/2015
Debbie Villanueva	Parent Coordinator		12/14/2015
Yasmina Keller	ENL/Bilingual Teacher		12/14/2015
Yazmin Zurita	Parent		12/14/2015
Natalie Giambra/SETTS	Teacher/Subject Area		12/14/2015
Sabrina Gisone/AIS	Teacher/Subject Area		12/14/2015
	Coach		1/1/01
	Coach		1/1/01
Lili Feldman	School Counselor		12/14/2015
	Superintendent		1/1/01
	Borough Field Support Center Staff Member		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 24Q305 School Name: Learners and Leaders
Superintendent: M. Chan

Before you begin, please check the following:

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

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

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

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

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

PS 305 data analysis indicates that students come from diverse linguistic backgrounds. In order to assess the needs and oral interpretation of our parents the school staff utilizes numerous sources which includes the ATS, Home Language Staff registering students, Teachers, Parent Coordinator and School Nurse.

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

According to our most recent school demographics, our enrollment has increased to 498 students with a home language consisting of 44 % English, 43% Spanish, 2% Polish, 8% Arabic, and 3 % of our students having languages of Croatian and Ukrainian.

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.)

Our school typically disseminates the following translated documents throughout the year.

Once a month:
News letters from the Parent Coordinator and Principal

School Calendar

School closing due to holidays & Non Attendance Days

September- Rosh Hashana

Yom Kippor

Eid Al-Adha

October- Columbus Day

November - Election Day

Veteran's Day

Thanksgiving Recess

December -Pre-K Non Attendance Day

Winter Recess

January- Dr. Martin Luther King Jr.

February -Mid- winter Recess

March - Good Friday

April- Spring Recess

May- Memorial Day

June- Anniversary Day

Last Day of School

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.

Throughout the year our school hosts a variety of face-to face meetings with parents, teachers, and administrators.

September: Meet the Parent Coordinator

Coffee with the Principal

Explanation of ELL notification letters meeting

October: Common Core Parent Workshop

Title I Annual Parent Meeting

November: How to help you child with homework

Understanding IEP's

December: How to get to get to know your child as learners Part I

January: How to get to know your child as learners Part II

February March: My Superman- Fatherhood Initiative Program

April: 3rd and 4th Grade NYS Exam Dates

How to prepare for the NYS Exam Parent Meeting Notification

May: Spring Celebration in honor of Mother's Day

June: Dad take your child to school day In honor of Father's Day

K Stepping-Up Ceremony

Anticipated interactions from staff to parents may also include:

- Registration, application and selection
- Standards and performance
- Conduct and discipline
- Safety and health
- Special education and related services
- Transfer and discharge
- Legal or disciplinary matters

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.

In order to meet the needs of our students and parents as identified in Part A, all school communications will be sent home in Spanish. Written translation is provided in-house by a school staff member or by the DOE Translation Unit. The school provides translations and distribution of important communication in both Spanish and English. To ensure that materials are translated in a timely manner, in-house staff will translate all English materials to be sent home in Spanish. Both the English and Spanish versions will be sent home at the same time with all students. A folder will be maintained of all translated materials and will be reviewed by staff to ensure materials are distributed in a timely manner. For our students and parents who speak/read a language other than Spanish, we will offer translation services for all documents by attaching in their native language a document that states "translation of this document in (language) please see a staff member."

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.

To ensure that materials are translated in a timely manner, in-house staff will translate all English materials to be sent home in the prevailing second languages at our school: Spanish and Arabic. We actively seek out staff members who speak foreign languages as a building resource. The DOE Translation Unit hot-line is always at hand in our office to provide on-demand verbal interpretation services.

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.)

Training of T&I to school staff is critical to compliance of Chancellor's Regulation A-663.

Our school provides the phone number to the Translation and Interpretation Unit in the main office front desk. Teachers are advised that their preferred home language is available from office staff through ATS reports. Teachers are also instructed on how to use Home Language ID cards and Student Emergency Contact cards in the student's cumulative folder to identify first language. The Language ID guide serves to inform staff of the process.

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

Learners and Leaders will fulfill the Chancellor's regulations A-663 for translation and interpretation services by posting signs at the school in all languages provided by the DOE Translation and Interpretation Unit support materials. Language Access Kits available include a [multilingual welcome poster](#), a [Language Identification Guide](#) to help determine the language spoken by a parent, an [ID card](#) about the services provided by the T & I Unit, and an [over-the-phone card](#) for school staff that outlines how to obtain an interpreter.

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)

Ensuring the quality of our language services is critical to communicating effectively with our LEP parents.

Our 2014-2015 PS 305 School Survey cites that parents rated the quality of our out-reach and communications. An overwhelming 97% of parents stated they were very and mostly satisfied with the responses they receive of our school. Should our baseline of 97% parent satisfaction in the area of school responses decline, we will examine all areas of parent contact including Translations and Interpretations.