

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

<b>DBN: (i.e. 01M001):</b>	<b>31R001</b>
<b>School Name:</b>	<b>P.S. 001 TOTTENVILLE</b>
<b>Principal:</b>	<b>GRACE SILBERSTEIN</b>

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: P.S. 1 The Tottenville School School Number (DBN): 31R001  
Pre-K-5  
Grades Served: \_\_\_\_\_  
School Address: 58 Summit Street, Staten Island, N.Y. 10307  
Phone Number: 718-984-0960 Fax: 718-984-3389  
School Contact Person: Grace Silberstein Email Address: gsilber@schools.nyc.gov  
Principal: Grace Silberstein  
Dawn DePalma  
UFT Chapter Leader: \_\_\_\_\_  
Jennifer Tobacco and Antoinette Ciacciarelli  
Parents' Association President: \_\_\_\_\_  
Angela Gahn  
SLT Chairperson: \_\_\_\_\_  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): \_\_\_\_\_  
Student Representative(s): \_\_\_\_\_  
\_\_\_\_\_

**District Information**

District: 31 Superintendent: Anthony Lodico  
715 Ocean Terrace  
Superintendent's Office Address: \_\_\_\_\_  
alodico@schools.nyc.gov  
Superintendent's Email Address: \_\_\_\_\_  
718-420-5657 718-420-5677  
Phone Number: \_\_\_\_\_ Fax: \_\_\_\_\_

**Borough Field Support Center (BFSC)**

BFSC: District 31 Director: Kevin Moran  
715 Ocean Terrace  
Director's Office Address: \_\_\_\_\_  
KMoran2@schools.nyc.gov  
Director's Email Address: \_\_\_\_\_

Phone Number: 718-556-8367

Fax: 718-391-6109

## 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)
Grace Silberstein	*Principal or Designee	
Dawn DePalma	*UFT Chapter Leader or Designee	
Jennifer Tobacco	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Melissa Roberts	Member/ Teacher	
Joy Mulligan	Member/Teacher	
Marybeth Mastrandrea	Member/Teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Laura Patras	Member/Teacher	
Sonia Flotteron	Member/Parent	
Angela Gahn	Member/Parent Chairperson	
Linda Suarato	Member/Parent	
Antonia Amato	Member/ Parent	
Danielle Teco	Member/ Parent	
	Member/	
	Member/	
	Member/	

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

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

#### **Strong Schools, Strong Communities**

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

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

#### **The Framework for Great Schools and CEP Development**



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

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

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

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

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

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

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

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

## The Quality Review and the Framework for Great Schools

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

### NYCDOE's Quality Review (QR)

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

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

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

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

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

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

## Section 4: CEP Overview

Develop a narrative summary that includes:

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

In today's society schools have been given innumerable tasks to perform. Elementary schools are among the first institutions, outside the family, to take on the task of educating the children of the future. P.S. 1 is committed to educating each child to the highest level he/she can attain. We are dedicated to imparting the skills and knowledge that will help each child live a fulfilling, productive life as a responsible citizen in our society. We value integrity, partnership, initiative, and discipline and are dedicated to excellence. The success of our mission depends on the effectiveness of teachers, parents, and administrators working together for the benefit of the children.

Our student population consists of 32% of students who have an Individualized Education Plan. Students with IEPs are mainly served in collaborative team teaching classes. In addition to providing differentiated instruction in the classroom we have provided additional intervention support that is aligned to their academic area of need. Families of students in grades 3-5 were offered an additional program after school that targeted instruction in ELA and Math. Students in grades K-2 were also provided with literacy intervention programs afterschool to support their continued academic needs in literacy. We were able to provide our most struggling students in second grade with an Orton Gillingham program since we had an educator in our school who has had intensive training in that program. In addition to servicing students who require academic intervention, we were also able to offer an enrichment program for students in grades 3-5 during the school day. We were also able to offer an afterschool enrichment program for grades Kindergarten through grade 5. Students were engaged in STEM activities to provide them with the additional opportunities for rigorous instruction. Another benefit that we were able to offer our students was a School Enrichment Model. This was implemented as an enrichment program with our grade 3-5 students. This program allows for high-end learning and developing the strengths and talents of all students. The major goal of the SEM is the application of gifted education pedagogy to total school improvement. The SEM provides enriched learning experiences and higher learning standards for all children through three goals; developing talents in all children, providing a broad range of advanced-level enrichment experiences for all students, and providing advanced follow-up opportunities for young people based on their strengths and interests. The SEM focuses on enrichment for all students through high levels of engagement and the use of enjoyable and challenging learning experiences that are constructed around students' interests, learning styles, and preferred modes of expression. Teachers provide students with instruction in areas such as: drama, dance, technology, jewelry making, recycled art, etc.

According to the Learning Environment survey, there was a need for additional non-academic programs. As a result, we have implemented clubs this year. We have offered the following programs: fitness, technology, legos, Literacy through the Arts, drama, and basketball. We were able to offer these programs in the fall and in the spring.

In order to celebrate student achievement, teachers have worked with their grade level teams to create a common criterion for students to become a "Reader, Writer, and Mathematician of the month. Students who have shown exemplary gains for the month are celebrated. Once a student has been selected, they are asked to write a letter to their class explaining what they did to earn the recognition. Their names are announced for the whole school to hear. This same protocol is in place for Science, Art, and Physical Education. The PTA has begun a school spirit initiative in which all students receive a PS 1 keychain and are awarded spirit sticks for recognition of birthdays, citizenship, and good behavior. In collaboration with the PTA we are awarding students with a spirit stick for this "success".

At the center of the Framework for Great Schools is student achievement. Our school made progress in student achievement as evidenced by our MOSL data in English Language Arts. We had 63% of students meeting or exceeding standards according to our DRA data. Last year we only had 50% of students meeting or exceeding standards in DRA. According to our data we need to focus our support in our early childhood grades since we only have 57% of students

meeting or exceeding standards in our DRA data. In addition our K-2 students, our focus will be on creating meaningful rigorous instruction for our pre-k students as we will be expanding our program from two half classes to having two full day programs. We will work with teachers collaboratively to plan instruction that will prepare students for meeting the rigorous Common Core Learning Standards. We have been fortunate enough to have been given the opportunity to be part of the Learning Partners to support this focus area. Model teachers will assist in the implementation of this focus. Our intended outcome is to produce collaborative, rigorous instruction to create a supportive environment for our students. Another focus area is the transition of our upper grade students from elementary school to middle school. The Learning Partnership will include our host school of I.S. 34. Through careful analysis of the common core learning standards, we noticed a significant gap in the Common Core Learning Standards in ELA and Math that our general education and special education students need to have in order to successfully transition to middle school. Our plan is to address the gaps in the standards as well as the deficits in pedagogy that cause so many students to struggle in middle school. Teacher collaboration and improvements to the rigor of instruction at the elementary level will ultimately have an influence on student achievement. Collaborative planning with teachers from our partner schools will help hone teacher skills and opportunities to learn and grow from one another. The design of this partnership is strategic because it pairs us with schools that are in close geographical proximity; similar yet diverse enough in student population and led by like-minded and motivated leaders with the work centered on the Framework for Great Schools. We are committed to establishing rigorous instruction, collaborative teaching and a supportive environment. We believe that this partnership will provide seamless vertical and horizontal alignment for schools throughout the city.

### 31R001 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	518	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	2.3%	% Attendance Rate		92.6%
% Free Lunch	33.6%	% Reduced Lunch		4.0%
% Limited English Proficient	4.2%	% Students with Disabilities		31.9%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		1.2%
% Hispanic or Latino	15.4%	% Asian or Native Hawaiian/Pacific Islander		1.3%
% White	82.0%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	2	# 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)	0.2%	Average Teacher Absences (2013-14)		8.02
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	48.8%	Mathematics Performance at levels 3 & 4		46.7%
Science Performance at levels 3 & 4 (4th Grade)	92.6%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward	X	Recognition		
In Good Standing		Local Assistance Plan		
Focus District		Focus School Identified by a Focus District		
Priority School				
<b>Accountability Status – Elementary and Middle Schools</b>				
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	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
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	YES	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
<b>Accountability Status – High Schools</b>				
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.

Grade level teams collaborate to design units of study that are aligned to the CCLS. Instructional shifts are embedded into the maps/lessons and tasks. Close reading and the analysis of themes is incorporated throughout genres. Benchmark tasks have been created to monitor student progress throughout the units. Rubrics have been revised to align to the CCLS. DOK tasks at varying levels have been embedded in the units. Academic tasks are reviewed regularly to

determine if revisions are necessary to the task or whether additional lessons need to be addressed in the unit to support

student growth. Grade level teams meet weekly to review student work and make adjustments when necessary.

Unit tests have also been revised to align to the CCLS. Productive struggle and Socratic Seminar have been utilized as strategies to promote higher order thinking skills. Professional development, intervisitations, and teacher team sessions

are based upon the use of data and the design of the curriculum and its evaluation. According to our Quality Review we

were well developed in the area of creating rigorous instruction. Across grades and subjects, we have ensured that

curricula is aligned to the shifts of the Common Core Learning Standards and emphasize higher order thinking for all

students. We are committed to the ongoing review of unit maps, lessons and academic tasks. The instructional shifts are

embedded across grades and subjects and include strategies to promote higher order thinking for all learners.

Our strengths are the use of formative and summative assessments and the way in which they are used to determine groupings and curricula revisions. This has resulted in feedback to staff and students about students’ progress towards learning goals informing strategic and timely instructional adjustments to curricula and instruction.

The following are the intended outcomes for our curriculum design and data collection:

Curriculum Design/Data Collection - Intended outcomes

- improve student performance in ELA and Math

- improve scores of the lowest performing students
- make sure curriculum is accessible for students with disabilities
- integrate Common Core Standards
- provide opportunities for differentiation
- design rigorous tasks to support Common Core
- infuse technology
- ensure content across classrooms is consistent
- ensure scaffolding takes place year to year and is sequential
- ensures the definition of proficiency is clear to all teachers in all classes in all grades and is the same for all students
- design of multiple standardized criteria for success ensures a clear way to measure if objectives have been met
- data is collected routinely at designated intervals and used to design, improve and revise instruction
- professional development and teacher team meetings revolve around the analysis of data and the implementation of curriculum
- extensive curriculum maps and grade binders that include goals, assessments, rubrics and common core learning tasks.
- A professional development plan is in place with evidence of agendas/action plans of teacher team Meetings.

## **Part 2 – Annual Goal**

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

By June of 2016, 60% of all students will meet or exceed standards as evidenced by benchmark assessments and end of unit assessment in ELA developed in each unit of study.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<ol style="list-style-type: none"> <li>1. Teachers will address academic vocabulary across curriculum areas to support reading comprehension.</li> <li>2. Teachers will meet with their grade level colleagues to explore and plan lessons using the curriculum to meet the needs of the various learners in each class.</li> <li>3. Teachers will meet the administration and the coach to plan for additional materials and resources needed to successfully implement the program.</li> <li>4. Pre and post assessments will be created by teachers in collaboration with the administration and the coach.</li> <li>5. Item analysis checklists will be created to monitor student growth.</li> <li>6. CCLS will be analyzed to ensure that all the standards are being addressed throughout the school year.</li> <li>7. Benchmark reading assessment will be incorporated in each reading unit to monitor student progress.</li> <li>8. Teachers will participate in vertical and grade level inquiry team meetings to review and analyze student work. Student strengths and weaknesses will be determined and next steps will be identified to develop action plans for future instruction.</li> <li>9. Teachers will host and attend intervisitations on strategies such as differentiated instruction, close reading,</li> </ol>	<p>All students</p>	<p>September 2015-June 2016</p>	<p>Administration, Teacher Center Coach, Classroom teachers, Model Teachers ESL Teacher .</p>

productive struggle, gallery walks, Wilson Training, Orton Gillingham training, and Socratic Seminar			
10. Incorporate strategies for English Language Learners on all curriculum maps for all grades.			

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
NYSTL funding will be utilized to purchase resources and materials to align to the units of study that were developed by the teachers. Teacher will meet regularly in grade level meetings as well as in vertical team meetings to review student data aligned to each unit of study.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Progress monitoring will occur throughout each unit of study as with two benchmark assessments that have been designed for each unit of study as well as at the end of each unit. An end of unit assessment has been designed by each grade for each unit of study aligned to the Common Core Learning Standards. We will monitor our progress towards our goal by January.
<b>Part 5b.</b> 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.

According to the Framework for Great Schools, a supportive environment is providing our school community where students feel safe, supported, and challenged by their teachers and peers. According to our Quality Review we consistently communicate high expectations for instruction and create opportunities for professional learning and support to faculty, students and families to support student progress towards college and career readiness.

Our strengths include ongoing effort to continually improve our professional learning and collaborative partnerships with parents and expectations that are preparing students for the next level connected to a path to college and career readiness. Our goal is to push students’ thinking by the use of rubrics as a guide to help them understand what is expected for specific tasks and how it relates to their learning. Students need to be provided with opportunities for self and peer assessment through teacher and peer conferring throughout lessons.

### Part 2 – Annual Goal

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

By June 2016 all students will use a rubric to determine a goal for each unit based on teacher and peer feedback and assess their level of achievement according to the rubric.

### Part 3 – Action Plan

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
Teachers will engage in professional development using the Rainbow editing strategy to determine student goals and highlighting revisions. This strategy will be a school wide initiative to support students in identifying their goals and determining their level of success.	Teachers and students	September 2015-June 2016	Administration, Classroom teachers, Coach, Model teachers, ESL Teacher
Teacher's College Professional Development sessions throughout the year to support teachers and administration to impact student performance	Administration, Model Teachers	September 2015-June 2016	Administration, Classroom teachers, Coach, Model teachers, ESL Teacher
Student led conferences will be held throughout the year to engage families in how to support children at home.	Teachers, students, families	September 2015-June 2016	Administration, Teachers, Coach, Model Teachers, ESL Teacher

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Funding provided for professional development for administration for Teacher's College and tax levy funding for strong schools strong communities.											
<b>Part 4b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<u>Progress will be monitored using pre and post tasks for each unit of study. Students will use rubrics for writing pieces and daily work products throughout the year. In January, teachers will review students' post task assessments to monitor student success.</u>

**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.

As evidenced by the Quality Review, our school is well developed in teacher teams and leadership development. All teachers are engaged in robust and collaborative inquiry teams and professional collaborations that have resulted in well-defined systems focusing on the examination of student work, curriculum mapping, academic tasks, and assessment data. The impact of this work strong collaboration and inquiry work that have resulted in teacher leadership, strengthened instructional capacity and improved teacher practice leading to elevated student learning.

Through careful analysis of the common core learning standards, we noticed a significant gap in the Common Core Learning Standards in ELA and Math that our general education and special education students need to have in order to successfully transition to middle school. Our plan is to address the gaps in the standards as well as the deficits in pedagogy that cause so many students to struggle in middle school. Teacher collaboration and improvements to the rigor of instruction at the elementary level will ultimately have an influence on student achievement. Collaborative planning with teachers from our partner schools will help hone teacher skills and opportunities to learn and grow from one another. We are committed to establishing rigorous instruction, collaborative teaching and a supportive environment. We believe that this partnership will provide seamless vertical and horizontal alignment for our school.

### Part 2 – Annual Goal

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

By June of 2016, teachers instructing all students including students with disabilities will implement targeted instructional strategies that will result in a 3% increase in students scoring at or above proficiency level as measured by the NYS ELA Assessment.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Learning Partner program will provide teachers with opportunities to work with teachers with the host school to develop instructional strategies to increase student achievement aligned to the CCLS.</p>	<p>Teachers and students</p>	<p>September 2015-June 2016</p>	<p>Administration, Classroom teachers, Model Teachers, ESL Teachers, and Teacher Center Coach.</p>
<p>Model teachers will serve as a resource to provide teachers with strategies to address the needs of students with disabilities as well as English Language Learners and students needing enrichment.</p>	<p>Teachers of Students with Disabilities, ESL Teacher</p>	<p>September 2015-June 2016</p>	<p>Administration, Classroom teachers, Model Teachers, ESL Teachers, and Teacher Center Coach.</p>
<p>Teachers will communicate with families by offering parent workshops and by providing parents with information regarding students' progress throughout the year.</p>	<p>Teachers</p>	<p>September 2015-June 2016</p>	<p>Administration, Classroom teachers, Model Teachers, ESL Teachers, and Teacher Center Coach.</p>
<p>Vertical and grade level inquiry teams and staff led professional development with choices for differentiated PD for staff.</p>	<p>Teachers, Administration</p>	<p>September 2015-June 2016</p>	<p>Administration, Classroom teachers, Model Teachers, ESL Teachers, and Teacher Center Coach.</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Professional development time on Mondays as well as per-session funding as allocated through the Learning Partners program.</p>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

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

We will monitor progress throughout the year and use end of unit reading assessments to monitor student achievement by January 2016.

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

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

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

### **Part 1 – Needs Assessment**

- 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.

According to our Quality review, the work of the vertical and grade level inquiry teams result in action planning that determine next steps for teaching practice. As a result of the vertical team teacher inquiry work, teachers described how the results of benchmark tests not only guide more strategic groupings for student success, but also guide the curricula revisions at all grade levels.

It is our intended goal to review and revise the use of our benchmark assessments. As curriculum maps are revised, teachers need to create benchmark assessments at two pivotal points in each unit. These benchmarks will be analyzed to determine student success toward the Common Core Learning Standards.

### **Part 2 – Annual Goal**

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

By June 2016, 65% of students will meet or exceed standards as evidenced by the end of unit reading assessments.

### **Part 3 – Action Plan**

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
Development of benchmark assessments at two points in each unit of study. Data will be analyzed to monitor student progress.	All students	September 2015-June 2016	Administration, Classroom teachers, Coach
Curriculum maps will include strategies for differentiation for students with disabilities as well as English language learners and enrichment.	Teachers	September 2015-June 2016	Administration, Classroom teachers, Coach
Parents will be invited to share strategies at monthly PTA meetings that will foster student achievement.	Parents	September 2015-June 2016	Administration, PTA Co-presidents

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Professional development on Monday afternoons as well as scheduled meetings weekly with the vertical team.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 <sup>st</sup> Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Progress will be monitored in January 2016.
<b>Part 5b.</b> 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.

According to the Learning Environment survey, our school community reported that through the school website, bulletins and individual conferences with teachers they are able to monitor their child’s progress and are apprised of the learning targets and expectations for upcoming units. Furthermore, teachers highlight specific resources that help them support their child’s learning and growth. We partnered up with the Conference House, Alice Austen Museum, and the Ocean Breeze Track and Field which gave students opportunities to make connections within the community.

It is our school’s need to explore ways to successfully partner with families to further support students towards college and career readiness across grades and teachers.

### 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, parents will be invited to school for workshops at least five or more times to support their child’s success towards college and career readiness and increase community involvement. Attendance at each workshop will be taken and parents will be required to share their feedback and reflections at the conclusion of each workshop to determine success and future topics for parent workshops Resources for each workshop are shared on the school website for all parents to access fi they were unable to attend.

### Part 3 – Action Plan

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Teachers will provide parent workshops throughout the school year to address strategies to support students in their academic growth.</p>	<p>Parents</p>	<p>September 2015-June 2016</p>	<p>Teachers, Administration, Parent Coordinator</p>
<p>Special Education teachers will provide parent workshops throughout the school year to assist parents in understanding goals and strategies to help achieve those goals.</p>	<p>Parents</p>	<p>September 2015-June 2016</p>	<p>Administration, Teachers</p>
<p>Parent Engagement opportunities on Tuesdays to meet with teachers.</p>	<p>Parents</p>	<p>September 2015-June 2016</p>	<p>Administration, Teachers</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>Teachers will host parent workshops throughout the school year during the school day as well as during parent engagement on Tuesday afternoons.</p>										
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
X	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p><u>January 2016- review parent workshop offerings along with feedback and reflections to address future areas of need. Review attendance sheets to determine the amount of families in attendance to monitor the need to offer workshops</u></p>

at varying times throughout the school day. Input from classroom teachers will also guide the decision making in regards to the topics offered.

**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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	DRA for all grades and State ELA assessment for grades 4-5	Wilson Foundations, Orton Gillingham, Linda Mood Bell	Small group as well as one-to-one as needed	During the school day as well as afterschool
<b>Mathematics</b>	End of Unit Math Assessments for all grades and State Math Assessment for grades 4-5	Math in Focus	Small group as well as one-to-one as needed	During the school day as well as afterschool
<b>Science</b>	Grade 4 Science state exam	Measuring Up, hands on experiments using the scientific method	Small group	During the school day
<b>Social Studies</b>	Teacher assessments and report card data	Trade books, repeated readings, close reading strategies, Socratic Seminar	Small group	During the school day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	At risk counseling for students provided by the guidance counselor and the social worker as evidenced by teacher observations and assessment data.	Social skill building, personal social stories	Small group and one-to one as needed	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.					
	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>	<b>X</b>	<b>Non-Title I</b>

### Part 2: All Title I Schools

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

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

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

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

### Part 3: TA Schools Only

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

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

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

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

**Part 4: SWP Schools Only**

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

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

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

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

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

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

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

**<sup>1</sup>Explanation/Background:**

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

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

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

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

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

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

**Important Note:** The following funds may not be consolidated:

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

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

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

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

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

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**Parent Involvement Policy (PIP) 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. **P.S. 1**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **P.S. 1** will support parents and families of Title I students by:

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The

school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

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

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

**[P.S. 1]** , in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

#### **I. School Responsibilities:**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

## **II. Parent/Guardian Responsibilities:**

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

## **III. Student Responsibilities:**

- attend school regularly and arrive on time;

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

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

**2015-16 AND 2016-17 SCHOOL YEAR**

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

## Part I: School ELL Profile

### A. School Information

District <b>31</b>	Borough <b>Staten Island</b>	School Number <b>001</b>
School Name <b>The Tottenville School</b>		

### B. Language Allocation Policy Team Composition

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

Principal <b>Grace Silberstein</b>	Assistant Principal <b>Nicole Sini</b>
Coach <b>Marianne Shenton</b>	Coach
ENL (English as a New Language)/Bilingual Teacher <b>Laura Galard, ENL</b>	School Counselor <b>Tamara Alfaro</b>
Teacher/Subject Area	Parent <b>Antoinette Ciacciarelli</b>
Teacher/Subject Area	Parent Coordinator <b>Cathy Garbie</b>
Related-Service Provider <b>Judy Cardona</b>	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	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

### D. Student Demographics

Total number of students in school (excluding pre-K)	464	Total number of ELLs	20	ELLs as share of total student population (%)	0.00%
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# Part II: ELL Demographics

## A. ELL Programs

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

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

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

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

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	20	<b>Newcomers</b> (ELLs receiving service 0-3 years)	20	<b>ELL Students with Disabilities</b>	7
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	0	<b>Long-Term</b> (ELLs receiving service 7 or more years)	0

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

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

Number of ELLs who have an alternate placement paraprofessional: 0

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

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

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

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

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

\* EP=English proficient student

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

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

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

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

## Part III: Assessment Analysis

### Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)						1								0
<b>Emerging</b> (Low Intermediate)				1										0
<b>Transitioning</b> (High Intermediate)	2	1												0
<b>Expanding</b> (Advanced)	4	5	3	4	3									0
<b>Commanding</b> (Proficient)			2	2										0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total			2	2										0

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

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

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
  - The assessment tool used to assess the early literacy skills of our ELLs is the DRA. The DRA assesses letter and sound recognition, decoding skills, reading fluency and comprehension. We also administer assessments during the middle and end of our units of study. From the data collected, we can gain insight into the literacy needs of our ELLs. The data that is collected helps teachers scaffold their instruction and reach students at all levels. The students can be placed in small groups based on their individual needs.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
  - The data patterns across performance levels on the 2015 NYSESLAT give us insight into planning our instruction for the upcoming school year. The data shows that our kindergarten students last year performed well in the reading and writing modalities. They showed areas of weakness in listening and speaking. In grades 1-5 it was found that students need extra support in their reading and writing. This data allows the ENL teacher to plan effect and engaging instruction that targets these areas to help promote students language growth. The ENL teacher can work collaboratively with the classroom teacher to share the finding and provide coherent instruction. The NYSITELL data will be analyzed after testing is completed in September.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
  - The Annual Measurable Achievement Objectives tool is used to focus on the academic achievement of our ELL population and create effective instruction programs to meet their needs. The tool is used to impact student learning by designing targeted instruction that is driven from the data.
- 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?
    - Based on the 2015 ELA testing data for our ELLs: 2 students in grade 3 scored a Level 1 and one student scored a Level 2. In 5th grade our 2 students received an ELA score of a Level 1. The Math state exam revealed that our 3 third graders scored a Level 1; our

- 4th grade student also scored a Level 1; and in 5th grade we had one Level 1, one Level 2 and one Level 3. The NYS Science exam was taken by one student in grade 4 and he received a Level 1. The Math and Science exams were administered in English only. Our students were administered English versions of tests due to the fact that they do not read proficiently in their home language.
- b. In the past our students were not administered the ELL Periodic Assessment. This year we have scheduled testing dates to administer this assessment to our ELLs in Grades 3, 4 & 5.
- c. From administering the ELL periodic assessment we hope to gain insight into our ELL population. The results of these assessments will help us target specific instructional needs of our students. The data will give teachers insight into what additional support is needed for our students to be successful. It will help teachers incorporate the four modalities into their daily lesson planning and promote growth across all subject areas. Providing additional language support will assist ELLs in making progress in ELA, Math and Science. For our newcomers, the data will also show which areas we can incorporate the student's home language. Students will be encouraged to use their home language when needed to aide in the transfer of language skills.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]
5. Our school uses data to guide instruction for ELLs within the Response to Intervention framework. Teachers and staff work collaboratively during teacher team meetings to analyze student work samples such as item analysis charts from formal assessments as well as data collected through informal assessments. Together we take into consideration the individual needs of the student and determine what interventions can be put into place. Students can then be placed into appropriate small groups and support services will be provided to target their specific needs. Assessments will be administered often to monitor the student's progress. The data will be analyzed to see if the intervention is working and what changes can be made.
6. How do you make sure that a student's new language development is considered in instructional decisions?
6. To ensure that a child's second language development is considered in instructional decisions the NYSITELL is administered. If a child is an ELL and the home language is Spanish, the Spanish LAB will then be administered. The results of this assessment will help the teacher determine the student's language proficiency in their native language. It gives the teacher insight as to which language the student has a greater understanding. The assessment data collected is then shared with the classroom teacher so that appropriate support and accommodations can be made to meet the students needs. Students are encouraged to use their native language orally and/or in written form when needed. Materials such as reading books and dictionaries in their native languages can be used to aid in building their literacy and writing skills. These tools can be used in the classroom as well as at home.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
  - What is the level of language proficiency in the target language for EPs?
  - How are EPs performing on State and other assessments?
7. Our school does not have a dual language program.
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
8. To evaluate the success of our programs for ELLs we use the Academic Yearly Progress on NYSESLAT. From this data, we can ensure that students are receiving the mandated minutes they need depending on the requirements of their ENL proficiency level. The ENL teacher can then use the data to place children into appropriate groups where instruction will be scaffolded and differentiated to meet the student's needs. This data also gives us insight into the progress made in each of the four modalities. We can notice common trends, strengths and weaknesses. This allows for us to target our instruction where our students need it the most and to continue the practices that are succeeding.

## Part IV: ELL Identification Process

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

- Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.
  - The ENL teacher, Laura Galard, who is TESOL certified begins the initial identification process by administering the HLIS to identify the student's home language. This form is provided to each new admit in English or the parent's native language if needed. The ENL teacher is there to assist the parent in completing the home language survey. At this time an interview with the parent and student is conducted by the ENL teacher in English. If needed, translation can be provided by using the Translation and Interpretation Unit. The student's home language and eligibility to take the NYSITELL is then determined based on the HLIS and initial interview. The NYSITELL will then be administered to qualifying students by the ENL teacher. If the student is identified as an ELL based on the NYSITELL results and has a home language of Spanish, the Spanish LAB will be administered. This testing is completed

by the ENL teacher with a Spanish translator. If the child is determined to be an ELL, the parents are notified of the child's eligibility for ELL services in the language requested on the HLIS. A parent orientation is then scheduled to provide them with information and program options that are available to ELLs. Translators are then hired to assist parents in making an informed decision on the program choice that best fits their child's needs. The ELL identification process occurs within the first 10 days of enrollment in school. To accommodate parents, translators will be hired and/or the Translation and Interpretation Unit will be utilized since our pedagogues speak English.

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).
  2. Determining SIFE status begins with the administration of the HLIS. The ENL teacher conducts an interview with the parent and student. During the interview and on the HLIS form, the parent is asked to indicate any prior schooling the child may have had. If there are any indications that the student has had interruptions or inconsistency in their formal education, the ENL teacher proceeds with the SIFE identification process. First an oral interview questionnaire is administered. For students with a home language of Arabic, Bengali, Chinese, Haitian, Creole, or Spanish, the LENS will be administered. Based on the results of these assessments and student work, a decision will be made on the student's SIFE status.
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).
  3. The identification for newly enrolled students with IEPs begins with the administration of the HLIS and an interview with the parent and student. Translation can be provided if needed. NYSITELL eligibility is then determined by the LPT. The LPT is comprised of: Grace Silberstein - Principal, Laura Galard - ENL teacher, Judy Cardona - School Psychologist, and the student's parent or guardian. The LPT reviews the student's HLIS, history of language use in the school and at home, the results of the individual evaluation for special education, and information provided by the Committee on Special Education as to whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. After reviewing the evidence, the team must make a decision. If the LPT determines that the student may have English language acquisition needs the NYSITELL is administered by the ENL teacher. If the LPT determines that the student does not have English language acquisition needs and should not take the NYSITELL, a recommendation is sent to the principal for review. If the principal rejects the recommendation to not administer the NYSITELL, the NYSITELL is immediately administered to the student. If the principal accepts the recommendation not to administer the NYSITELL, the recommendation is sent to the superintendent for a final decision. The parent or guardian is then notified within 3 days of the decision in their preferred language. The LPT NYSITELL Determination Form will be kept 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.
  4. Our school ensures that entitlement and non-entitlement parent notification letters are distributed to parents within five school days after the NYSITELL is scanned and a score is determined. The ENL teacher prints a report once the NYSITELL is scanned and the results are sent home to the parents. Entitlement and non-entitlement parent notification letters are sent home in the parent's preferred language and a copy of the letter is kept for school records.
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).
  5. Parents are informed that they have the right to appeal ELL status within 45 days of enrollment at the September parent meeting. Information on this process is given at the ELL New Parent Orientation and at parent meetings that take place within the first month of school.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
  6. To ensure that parents understand all three program choices letters are sent home informing parents of the ELL New Parent Orientation. If a parent cannot attend the meeting, an individual meeting will be set up. At this meeting the parents are introduced to the ENL teacher and parent coordinator. We want to make them feel comfortable about coming to us with any questions or concerns they might have. Letters and information will be handed out at the meeting in English as well as the parent's native language. Translation will also be provided to help parents understand the information and ELL program choices provided. The orientation video is played in as many languages needed. Parents are encouraged to ask any questions that they may have. This orientation takes place within the first 10 days of enrollment. Additional meetings are set up for parents unable to attend the initial orientation.
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.
  7. Our parents are invited to the ELL New Parent Orientation where each option and choice is explained. If they cannot attend the meeting, an individual one will be set up. At this meeting the parents are given a Parent Survey and Program Selection Form where they can indicate their program choice. These forms are filled out at the end of the meeting to ensure that the student is

placed in the correct program. The returned forms are kept in the ELL Critical Documents Binder to monitor parent program choice. These records are kept up to date and new information is added as ELLs are admitted. As per CR Part 154.2, if we cannot get a form returned and have reached out to the parents every way possible the default program for the student is TBE.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
  8. Our school monitors the Parent Survey and Program Selection forms by keeping accurate records on which have been returned and which have not. These forms are kept in our ELL Critical Documents Binder. If the form has not been returned after the ELL New Parent Orientation, a call home will be made. Notices will be distributed a 2nd or 3rd time if needed.
9. Describe how your school ensures that placement parent notification letters are distributed.
  9. The ENL teacher ensures that placement parent notification letters are distributed by sending one home to each parent as well as keeping a copy for their records. The copies are kept in the ELL Critical Documents Binder to ensure accurate and up to date records are maintained.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
  10. All ELL documentation for each child is kept in an ELL Critical Documents Binder. This binder is kept in Room 318 for ease of review. The binder is arranged by grade and children's names are in alphabetical order. The documents placed in the binder include dated and signed copies of each student's HLIS, Parent Survey and Selection Form, Program Placement Letter, the Entitlement Letter for newly identified ELLs and a continuing Entitlement Letter for continuing ELLs. The binder is updated as needed and the originals are kept in the student's cumulative record.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
  11. The NYSESLAT is administered annually by our ENL teacher. A RLAT form is printed from ATS to show all student's eligible for testing. Schedules are made for each subtest to ensure that testing is completed during the administration window. Checklists are made to track the student's completion of each subtest. Students who are absent for the exam will be scheduled a make up to ensure all eligible students have opportunities to complete each subtest of the NYSESLAT.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
  12. Our school's continued entitlement and transitional support parent notification letters are distributed in September. The ENL teacher will print an updated RLAT that shows all current ELL NYSESLAT scores to determine which letter will go home. Copies of the letter will be kept in the ELL Critical Documents Binder.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
  13. From reviewing the Parent Survey and Program Selection forms from the past few years, the trend in program choice is Freestanding ENL. Many of our students have siblings and/or family members whom have had ENL in our school and like this program. Last year, 9 surveys were collected. Out of the 9 parents, all chose Freestanding ENL as their first choice on the parent selection form. This year, 8 surveys were collected. 7 parents chose Freestanding ENL as their first choice while 1 parent selected Dual Language. The ENL teacher maintains a copy of the forms in the ELL Critical Documents Binder and keeps track of the parent program choices for future program offerings. Our program offerings are aligned with the parent's requests. The most common choice for our school is Freestanding ENL. Records are maintained to accomodate parents as per ASPIRA Consent Decree, if there are 15 or more ELLs of the same language in two contiguous grades a bilingual program will be formed.

## Part V: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
  - a. Freestanding ENL program.
    - a. In our Freestanding ENL program, instruction is provided through Integrated and Standalone ENL. Integrated ENL instruction uses the push-in model where the ENL teacher works collaboratively with the general education classroom teacher. The ENL teacher supports the classroom teacher by offering ENL strategies that will build the English language and vocabulary skills needed for success. Standalone ENL instruction uses the pull-out model for our entering and emerging ELLs. Both the ENL and classroom teacher work together to plan engaging lessons that are Common Core aligned and help promote student achievement. In all grade levels our school uses heterogeneous grouping. Teachers can then differentiate and group their students based on their specific needs and levels.
    - b. TBE program. *If applicable.*
    - b. Our school does not have a TBE program.
    - c. DL program. *If applicable.*
    - c. Our school does not have a DL program.
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)?

Our school administration ensures the mandated number of instructional minutes is provided according to proficiency levels by keeping a copy of our ENL program card. Our ENL teacher is certified in both TESOL and Common Branch which ensures the requirements for standalone and integrated ENL minutes are met. Administration works closely with the ENL teacher when setting up a program schedule. Classes on each grade level are organized strategically where ELLs are placed in the same room to ensure that the mandated number of instructional minutes is provided. Student data is also examined to ensure that the required instructional minutes are met based on their proficiency levels. All entering students will receive 360 minutes per week of ENL services with 180 of those minutes being standalone ENL and the other 180 minutes integrated ENL. Our emerging students also receive 360 minutes per week broken down into the appropriate amount of time for standalone ENL and integrated ENL instructional minutes. Transitioning and expanding students receive a total of 180 minutes per week with the appropriate breakdown between standalone and integrated services. All commanding students receive 90 minutes of integrated ENL instruction per week.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
  3. In our Freestanding ENL program, the content areas of social studies and science are delivered in English by cluster teachers that have received professional development in ENL. To make the content comprehensible to foster language development, visual aids, ENL strategies and Native language support are implemented whenever possible. The ENL teacher receives curriculum guides and maps for content areas. This enables the ENL teacher to support the content areas using many different strategies such as frontloading vocabulary and deconstructing academic language. The use of informational texts in the ENL program also lends itself to content area instruction.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
  4. ELLs that are new admits to our school that have a home language of Spanish are administered the Spanish LAB. This assessment is administered by the ENL teacher and a Spanish translator.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
  5. Throughout the year ELLs are appropriately evaluated in all four modalities of English acquisition. The NYSITELL and NYSESLAT assessment results are used to determine a student's level for each modality. Teachers can use these results to effectively plan lessons and assessments that include the four modalities. In grades K-2 our school uses the DRA as a formal assessment for reading and writing. These assessments are administered three times a year during the fall, winter and spring months. Grades 3-5 use the DRA assessment as well as statewide assessments. Throughout the year all teachers conduct informal reading and writing assessments such as pre, mid and post unit assessments, and individual conferences to determine students strengths and weaknesses. Listening and speaking informal assessments occur during class discussions, individual conferences and small group instruction. Teachers keep accurate conference notes and records to track and monitor each student's 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

SIFE: We have no SIFE students currently enrolled and have not in the past. However, if a child is admitted to the school and there are indications that the student has had an interruption or inconsistency in their formal schooling the SIFE identification process will be followed. If SIFE status is determined, the school will place this student, if possible in a classroom that has another child whom speaks the same language. We will also place this student in the appropriate ENL group to make sure required minutes are met. The student will be able to use the English they have and also increase their proficiency through targeted small group instruction in their classroom as well as with the ENL teacher. Both the classroom and ENL teacher will work closely to incorporate language building skills, real world photographs/objects and individualized instruction to meet their needs.

Newcomer: Newcomers, when possible are placed in classes with students who speak the same native language. In all classrooms leveled reading programs are used and small group instruction is implemented to focus on particular strategies or skills that build language development. Technology is incorporated throughout the day by use of smartboards, laptops and i-pads. There are also many software programs used in the classroom that can be used at home. Students are given the opportunity to participate in after school programs in ELA and Math.

Developing: From looking at our NYSESLAT data, our developing students require additional support in reading and writing. They receive their mandated minutes and work in small groups. The ENL teacher collaborates with the classroom teacher to create goals for these students. We use individualized data to create assessments and practice exams for these students. Programs like MYON allow our students to build reading skills and vocabulary while working at their own level.

Long term: We currently do not have any students that have been continuously enrolled in an ENL program for 7 or more years. However, if we did they would receive instruction based on their areas of need. The classroom teacher and ENL teacher would analyze their data and work together to create targeted lessons that address their areas of weakness. Small group instruction would include scaffolding techniques to ensure they are successful in completing required tasks.

Former ELLs up to two years after exiting ELL status: Our former ELLs are entitled to ENL instruction and are eligible for certain specified testing modifications for 2 years after they pass the NYSESLAT. The ENL teacher works collaboratively with the classroom teacher to discuss any areas of weakness or concern. These areas are then addressed in small group instruction. The ENL teacher conducts conferences with the student to monitor their progress.

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.
  7. Within 45 school days of enrollment the Re-identification Process may be utilized for students who have a home language other than English and are ELLs and non-ELLs. This allows schools, parents, and students who believe a student may have been misidentified as an ELL or non-ELL request that the ELL Identification Process be administered a second time. The appeal process begins with a written request to initiate the Re-identification process from a parent, teacher or student 18 years of age or older. The school will then review all documents related to the initial identification process, student’s work in English and in the home language and administer the NYSITELL (if not previously given). The parent or guardian is consulted and the school reviews results of assessments given in the four modalities. If the student has a disability that may impact the ability to speak, read, write or listen to English, the CSE is also consulted. Based on the recommendation from the qualified personnel, the principal makes the determination to change the ELL status or not. The parent or guardian must receive written notification of the decision in their preferred language. If the recommendation is to not change the ELL status, the process ends here. If the recommendation is to change the ELL status, the parent or guardian must sign a notification acknowledging the principal’s recommendation. All relevant documents and the recommendation are sent to the superintendent for review and a final decision will be made. The superintendent will respond within 10 days of receiving the documentation. If the decision is to not change the status then no further action is required. If the decision is to change the ELL status, the student’s program will be modified accordingly. All notifications and documents will be kept in the student’s cumulative folder. Within 6-12 months after the re-identification has been established, the principal must review the Re-identification Process decision to ensure that the student’s academic progress has not been adversely affected by the determination. Our principal will consult with the ENL teacher, classroom teacher, and student’s parent. Together we will look at both formal and informal assessments, conference notes and student work to assess the child’s progress and growth.
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?
  8. We use different instructional programs to target specific needs of our ELL-SWDs. “Visualizing and Verbalizing” and “Talkies” are two programs that the ENL teacher and some classroom teachers use to develop language comprehension. The students learn how to connect to and interpret meaning for both oral and written language. These programs enhance the ability to recall facts, understand main idea, infer, conclude, predict and evaluate. Our classrooms are set up with programs and apps for our Smartboards and I-pads that allow all of the ELL subgroups to improve their language skills through the use of technology. Some programs implemented in the classroom are Raz Kids, Learning A-Z and MYON. Students can log on to these programs to view content based materials at their individualized levels. These programs also offer materials in Spanish which helps support their native language. The content areas are also taught using hands on activities in addition to a variety

Chart of visuals. Administration and teachers work together to ensure that ELL-SWDs are receiving all services that are mandated on their IEPs. Scheduling is done strategically to guarantee all mandated minutes are met and that students are placed in the appropriate program based on their level of proficiency. The ENL teacher collaborates with special education teachers to plan engaging lessons that are aligned to the standards and provide appropriate support to help students meet their grade level goals. Our teachers use programs like Readers Theater where ELLs can role-play and practice speaking and reading in English. The Common Core Companion is used when planning instruction to ensure accommodations are made for our ELL-SWDs.

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?
  9. To guarantee that our ELL-SWDs needs are met within the least restrictive environment; ICT classes and SETTSS programs are in place. These programs allow the maximum amount of time in the general education setting. The School Based Support Team along with the IEP team carefully review the ELL-SWDs IEP. Students are then placed in the appropriate setting mandated by their IEP. This ensures they receive all mandated services and accommodations. The ENL teacher works with other related service providers as well as the classroom teacher to ensure students receive all mandated services without conflict.

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

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



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

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

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

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

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

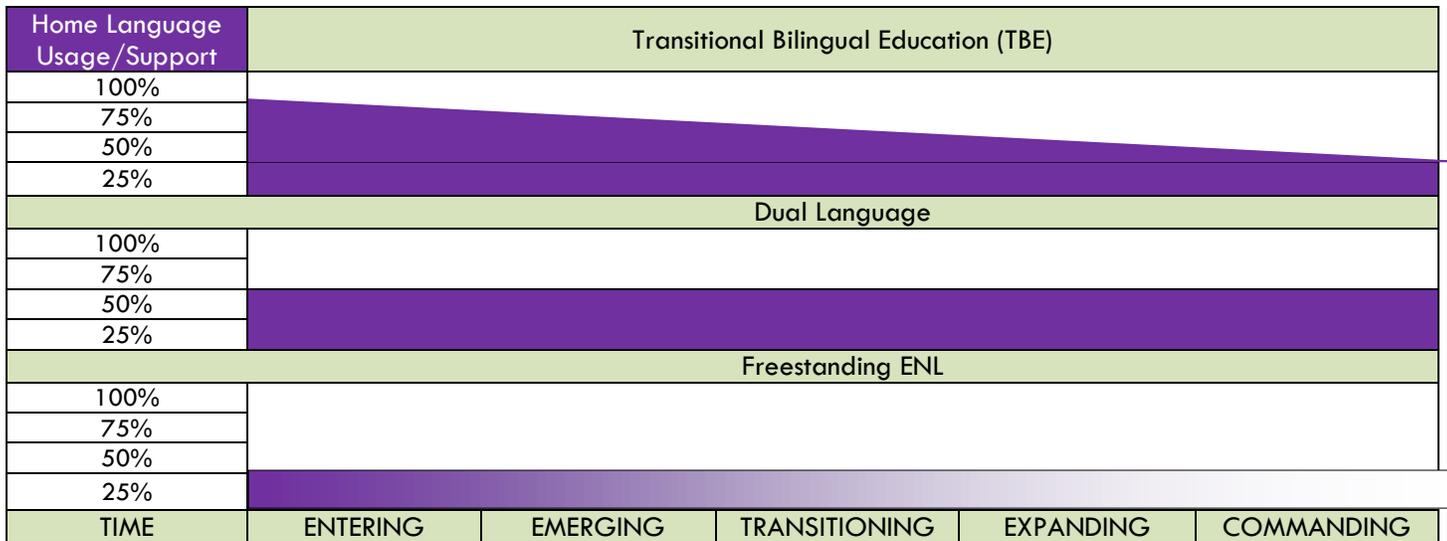


\*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

**Home Language Usage and Supports**

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



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.  
10. Targeted intervention programs are provided for ELLs in testing grades. These students receive individualized assessments from Acuity and practice exams based on their academic levels. Small group instruction is implemented for guided reading, writing and math. Programs such as Lindamood Bell help students learn how to connect to and interpret meaning for both oral and written language. It enhances the students' ability to recall facts, understand main idea, infer, conclude, predict and evaluate. We have a School Enrichment Model program for all students in grades 3-5. This program allows students to study one content related topic (science/social studies) in depth for ten weeks. In the lower grades Foundations is used for whole class and small group instruction. Students are also invited to attend after school programs for literacy and math. New ELL students are encouraged to use their native language as often as needed to aide in the transfer of language skills. Tools such as picture dictionaries, bilingual dictionaries, and translated resources can help students build oral and written skills in English.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
11. To evaluate the effectiveness of our program we use the NYSESLAT results and content based assessments. Our ELA and Math curriculum units are designed to align to the Common Core Standards. Benchmark assessments are then created to ensure that the standards are being met in all content areas. Our data shows that our current program is effective, as most of our students are making progress in both their content and language development. The data is referred to frequently to ensure that we are addressing the students weaknesses as well as strengths. This allows teachers to plan accordingly and modify their lessons when needed. To support our ELLs and help them continue to make progress, this data is used to scaffold lessons based on their specific needs. Small group instruction with appropriate support is then used to ensure that grade level tasks are achievable by all students.
12. What new programs or improvements will be considered for the upcoming school year?  
12. A new program that will be implemented for the upcoming school year is MYON. This technology based literacy software offers our students in grades K-5 content material texts at differentiated reading levels. It also has additional support for our Spanish speaking ELLs. This program will help our ELLs build not only literacy skills but content and academic vocabulary as well. By providing students with content specific materials on their level, they can build background knowledge that will help them be more successful at completing grade level tasks. This year we also plan on administering the ELL Periodic Assessment for grades 3-5. This assessment will give teachers specific information on their ELLs and their progress on the four modalities.
13. What programs/services for ELLs will be discontinued and why?  
13. There are no programs/services for ELLs that will be discontinued at this time.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
14. All students, including ELLs, are given the opportunity to attend after school programs that are offered in our school. Letters are sent home to notify parents of the after school programs, what they include and the dates they will be given. These letters are sent home in the student's native language and phone calls home explaining the program further are made if needed. After school programs currently offered at our school are UAU, test prep, literacy and enrichment. If a student is unable to pay for a program the school will work with the family to give the student the opportunity to attend. During the school day, all students in Grades 3-5 have a SEM program once a week for the entire school year. Students are given the opportunity to chose the group they want to be in. Then they spend 10 weeks researching the topic of their choice. At the end of the program they present it to their peers and families. During the school day, 4th and 5th grade students attend a 10 week ballroom dancing program. All students in these grades participate.
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.  
15. To increase language support and the use of visual aids, most classrooms have smartboards, laptops and i-pads. I-pads and computers have programs and apps set up to support ELLs language growth. One of the programs we use is MYON. It is an online based literacy program that can be used by students in class or at home. This program offers content based ebooks for students to read on various different levels. This helps build academic vocabulary and background knowledge for content based subject areas. Other programs implemented in the classroom are Raz Kids, Learning A-Z and Zing. These programs offer content based ebooks in differentiated reading levels as well as in Spanish to aid in native language support. Teachers can use these programs on their Smartboards so children have enlarged visuals. They can also pick appropriate resources based on their topics of study.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
16. Our school has a Freestanding ENL program model. We currently do not offer a Dual Language or Bilingual program. To keep our parents up to date and informed on school news, notices are sent home in their preferred language of communication. Although instruction is provided in English, newcomer ELL students are encouraged to use their home language when needed. If possible they are paired with another student that speaks the same language. This student can help support them throughout the day. Books in their native language are also available for the students to borrow and take home. They are also encouraged to use their native

language for writing. Dictionaries and/or translators can assist in translating the piece into English. Materials and resources for math can also be sent home in the child's native language.

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

17. Students receive all required services and resources by grade, age and English ability. The ENL teacher receives curriculum maps that are aligned to the Common Core Standards for each grade as well as resources. The ENL teacher works with the classroom teacher to create entry points for all learners. Small group instruction with scaffolded lessons and strategies such as sentence starters, graphic organizers, front loading of vocabulary, etc. to ensure all students are successful in meeting grade level tasks.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

18. Newly enrolled ELL students that have attended Pre-K in our school are introduced to the ENL teacher before the beginning of the school year. They have the opportunity to meet with the ENL teacher and receive summer activities that can offer English language support. Parents of newly enrolled ELLs are invited to attend workshops where translation will be provided if needed. We have a kindergarten orientation for parents to welcome them to the school and curriculum meetings for all grades. On our school website, parents can see upcoming activities, the curriculum for the year by grade and all school notices. Our parent coordinator is also available to assist parents that may have questions or concerns about the upcoming year.

19. What language electives are offered to ELLs?

19. Our school does not currently offer any language electives.

20. For schools with dual language programs:

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

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

## 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.)
  1. Each year the ENL teacher attends 3-5 trainings regarding new and upcoming strategies to aid all staff in the academic enhancement of ELLs. On Monday afternoons during teacher workshops, the ENL teacher will turnkey the professional development. Assistant principals, common branch teachers, paraprofessionals, ENL teachers, guidance counselors, special education teachers, school psychologists, occupational/physical therapists, speech therapists, secretaries and parent coordinators are all invited to attend. The ENL teacher also provides in class support during intervisitations. PD Dates for the current school year include:
    - October 2015: The Integrated ENL Program Model
    - November 2015: Translation and Interpretation Resources
    - December 2015: Scaffolding Instruction for ELLs
    - February 2016: Differentiating Instruction to Meet Common Core Standards
    - March 2016: Strategies to Help Prepare Students for the NYSESLAT
    - April 2016: Building Vocabulary and Academic Language in Content Areas
    - May 2016: Resources and Strategies for Parents of ELLs
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?
  2. Teachers of ELLs are offered many opportunities to attend professional development in supporting ELLs as they engage in the Common Core learning standards. Some of the workshops (listed above) assist teachers in differentiating instruction for ELLs and keep them up to date on strategies they can implement in their classrooms. The ENL teacher also provides other staff members with support during intervisitations. Our ENL teacher attends workshops that are offered by the UFT Teacher Center. These workshops offer teachers support in delivering common core aligned instruction and materials to turnkey and use within their classrooms. Some upcoming workshops that will be attended by teachers are on the New ENL Progressions, Narrative Writing in the Content Areas and a conference on Integrated ENL Instruction. Our school is also learning partners with two other local schools. Through this program we are able to go into other schools and see their best practices. This allows us to learn new strategies to turnkey with our staff.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
  3. To assist ELLs as they transition from elementary school to middle school, students are given a description of school choices and the programs they provide. The handbook is also available in Spanish if needed. Our neighboring school I.S. 34 has a workshop for our teachers to help them guide students. The ELL coordinator and staff at I.S. 34 make yearly visits to articulate and discuss incoming students. The guidance counselor is available to offer her services to support ELLs as they make the transition to a new school environment. The guidance counselor meets with students and parents during the middle school open house. They help families understand the program choices that are available and make informed decisions about what program fits their child's needs. Our parent coordinator makes sure parents are informed of when these meetings will be held and translators are made available. The guidance counselor also encourages students and parents to visit a new school ahead of time to alleviate some of the anxiety. Some schools may have transition programs which pair new students with current students through a variety of interactive activities. Teachers and staff should try to keep it positive before and during times of transition through encouragement and reassurance. If a child expresses fears, acknowledge these feelings and make sure he/she has someone to talk to.
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.
  4. To meet the 15% of total hours of ELL professional development for all teachers, the workshops listed above are set up on Monday afternoons. Training sessions are also offered to help teachers incorporate ELL strategies in their classrooms. The ENL teacher also attends additional ENL meetings offered throughout the year to reach the 50% of total hours. Some of these meetings include workshops held by the UFT Teacher Center. These meetings include topics such as: New ENL Progressions, Narrative Writing in the Content Areas and a conference on Integrated ENL Instruction. Records for professional development activities are kept in the ELL Critical Documents Binder with the agenda and attendance.

## 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?
  1. Our school provides for individual meetings with parents of ELLs throughout the school year. On Tuesday afternoons the ENL teacher can meet with parents during our set parent involvement time. The ENL teacher can hold individual conferences, set up meetings or sit in on parent meetings with classroom teachers. Meetings with parents can be set up as needed to discuss student language development progress, assessment results, and individual goals. If translation is needed, the Translation and Interpretation Unit can be used.
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.
  2. The ENL teacher maintains a Parent Engagement and Communication binder. The ENL teacher keeps a log of all parent communication and information regarding the purpose and outcome of the meeting.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
  3. Parents are invited to attend many academic and social activities that take place at our school such as:
    - Publishing parties: Teachers invite parents to visit the classroom to read their child's published writing piece at the end of a unit.
    - School wide Enrichment Model Fair: Parents are invited to come to the Fall and Spring SEM fair to view their child's work.
    - Holiday fairs
    - Special assemblies
    - PTA meetings
    - Open school week
    - Class trips
    - Curriculum conferences: Parents are invited to additional parent meetings twice a year, once at the beginning of school in September and once towards the end in May. These meeting allow parents to articulate with their child's teacher, to go over the curriculum and student expectations during each unit.Our parent coordinator is always available to answer any questions that parents might have. The parent coordinator ensures that all parents receive information about upcoming events and ways to become involved in their preferred language. The parent coordinator arranges translators to be available for our academic and social activities that take place. The Translation and Interpretation Unit is available for staff to utilize for individual conferences. Translation services can assist staff in translating documents that contain critical information for parents. Out side vendors are hired for interpretation when needed.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
  4. Our parent coordinator arranges for different agencies to provide workshops and services to support our ELL parents. Health Plus and Americhoice come to the school and speak to parents about receiving health insurance for themselves and their children. They also offer workshops on various health topics. Healthplex comes to the school to speak to parents about free dental programs that are offered. Parent to Parent is a program that comes in with translators to help explain services to parents of ELL-SWDs. Our school also partners with our local library. Teachers work with the library to have content related materials set aside for parents to have easy access. This allows parents to access materials to use with their children at home that aligns with the topics covered in class. Our library also offers many parent workshops on technology as well as free English classes. Information on these classes are sent home to parents in their home language.
5. How do you evaluate the needs of the parents?
  5. The needs of our parents are evaluated with the help of our parent coordinator. She is available to assist parents and address any questions or concerns that they may have throughout the year. Parents are asked to attend orientation meetings and classroom curriculum conferences at the beginning of the school year where they can discuss their specific needs and concerns. Translators are provided at these meetings if needed. The HLIS gives us information about the home languages of families in our school. The parent coordinator is aware of all translation needs in the school and provides translation for PTC, school meetings and notices that are sent home. The parent section of our school survey is another way we gather information about our parents needs. Data on parent's needs can also be gathered at parent teacher meetings, PTA meetings and at our ELL Orientation.
6. How do your parental involvement activities address the needs of the parents?
  6. Our parental involvement activities address the needs of the parents by offering them many opportunities to be involved in their child's academic life. We provide translators when needed, send home notices in native languages when requested and encourage parents to contribute to our school in any way possible. The parent coordinator ensures that all important notices are sent in the parent's preferred language of communication. During parent engagement time, workshops are held to share strategies for

parents to help support their children at home. Resources and materials can be sent home in the child's home language so that parents can help their children in their learning. The workshops and activities held are based on the needs of our parents. Our goal is to build a school community and extend that to the Tottenville community through the help of our parents.

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

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

**Paste response here:**

## **Part VI: LAP Assurances**

School Name: **PS 1 The Tottenville School**

School DBN: **31/R/1**

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)
Grace Silberstein	Principal		10/1/15
Nicole Sini	Assistant Principal		10/1/15
Cathy Garbie	Parent Coordinator		10/1/15
Laura Galard	ENL/Bilingual Teacher		10/1/15
Antoinette Ciacciarelli	Parent		10/1/15
	Teacher/Subject Area		
	Teacher/Subject Area		
Marianne Shenton	Coach		10/1/15
	Coach		
Tamara Alfaro	School Counselor		10/1/15
	Superintendent		
	Borough Field Support Center Staff Member _____		
Judy Cardona	Other <u>Service Provider</u>		10/1/15
	Other _____		
	Other _____		

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **31R1** School Name: **P.S. 1 The Tottenville School**  
Superintendent: **Anthony Lodico**

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

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

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

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

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

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

Our school uses various data and methodologies to assess language preferences of our parent community. Information can be obtained from the Home Language Survey, student emergency contact cards, parent surveys; data provided by the ENL teacher and ATS reports.

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

The languages preferred by parents for both written and oral communication in our school include: Spanish, Greek, Arabic, Albanian, Russian and Polish.

### Part B: Creating a Communications Calendar

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

The following is a list of some of the documents typically disseminated by our school each year.

September: school handbook  
Parent-teacher night announcement  
Emergency contact cards  
October: Parent-teacher conference announcement  
February: Parent-teacher conference announcement  
March: New York State testing dates  
May: Parent-teacher night announcement

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

The following are formal face-to-face meetings our school will have with parents throughout the year:

September 17, 2015: Parent/teacher night  
November 5, 2015: Parent teacher conferences  
March 3, 2016: Parent teacher conferences  
May 12, 2016: Parent teacher conferences

Informal interactions can take place throughout the year as well as Tuesday afternoons during parent involvement time. At this time face to face conferences or phone conferences can be conducted.

### **Part C: Providing Language Assistance Services**

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

Our school meets the identified translation needs of our parents by translating notices home when needed. All notices are sent home in the appropriate language to keep our parents informed. The Translation and Interpretation Unit is utilized when needed. For parent teacher conferences or individual meetings scheduled in advance, translators will be hired.

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 meet the identified interpretation needs of our parents interpretation services will be provided. Some oral interpretation services that we provide are on-site interpreters through the use of outside vendors and over the phone interpreters via the Translation and Interpretation Unit.

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

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

Staff meetings and emails with translation information will be held to ensure that all staff members are aware of how to use translation services such as the Translation and Interpretation Unit.

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

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

##### Checklist of Notification Requirements

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

To fulfill parental notification requirements for translation and interpretation services all requirements are posted on the bulletin board located at the main entrance of the school. The parent coordinator is aware of all translation needs in the school and is available to provide notices home in the family's preferred language of communication. Parents can also access the school website for up to date information.

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

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

To gather feedback from parents, our school uses the parent survey as well as information received during individual parent meetings.