

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

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

**31R004**

**School Name:**

**P.S. 004 MAURICE WOLLIN**

**Principal:**

**SUZANNE DIMITRI**

## Comprehensive Educational Plan (CEP) Outline

**Section 1: School Information Page**

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

**Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)**

**Section 4: CEP Overview**

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

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

**Section 6: Academic Intervention Services (AIS)**

**Section 7: Title I Program Information**

**Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**

**Section 1: School Information Page**

**School Information**

School Name: Maurice Wollin School Number (DBN): 31R004  
Grades Served: Pre-Kindergarten - Grade 5  
School Address: Nedra Lane, Staten Island, NY 10312  
Phone Number: 718-984-1197 Fax: 718-984-2324  
School Contact Person: Suzanne DiMitri Email Address: sdimitri@schools.nyc.gov  
Principal: Suzanne DiMitri  
UFT Chapter Leader: Christina Olmstead-Avila  
Parents' Association President: Nicole Girellini, Melanie Barr  
SLT Chairperson: Donna Fellows  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): N/A  
Student Representative(s): N/A

**District Information**

District: 31 Superintendent: Anthony Lodico  
Superintendent's Office Address: 715 Ocean Terrace, Building A Room # 141 Staten Island, N.Y. 10301  
Superintendent's Email Address: ALodico@schools.nyc.gov  
Phone Number: 718-420-5667 Fax: 718-420-5677

**Borough Field Support Center (BFSC)**

BFSC: Staten Island FSC Director: Kevin Moran  
Director's Office Address: 715 Ocean Terrace Staten Island NY 10301  
Director's Email Address: KMoran2@schools.nyc.gov  
Phone Number: 917-755-7339 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)
Suzanne DiMitri	*Principal or Designee	
Christina Avila	*UFT Chapter Leader or Designee	
Nicole Girellini	*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>	
Rose Sosa	Member/Parent	
Lisa Kubinski	Member/ Parent	
Eleanor Mixon	Member/ Parent	
Jen Wilson	Member/ Parent	
Debra Burg	Member/ Parent	
Lauren Previte	Member/ Parent	
Election in progress	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Eric Franzone	Member/ Psychologist	
Diane Meraglia	Member/ Teacher	
Margaret Falcone	Member/ Teacher	
Diane Molloy	Member/ Teacher	
Donna Fellows	Member/ Teacher	
Judi Mondone	Member/ Teacher	

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

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

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

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

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

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



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

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

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

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

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

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

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

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

## The Quality Review and the Framework for Great Schools

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

### NYCDOE’s Quality Review (QR)

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

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

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

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

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

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

## Section 4: CEP Overview

Develop a narrative summary that includes:

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

### MISSION

The entire P.S. 4 community takes pride in our collaborative efforts to provide the best education possible. The parents and school staff agree that the goal of P.S. 4 is to achieve high standards of learning and develop academic, social, technological and creative skills. To provide all of the children in our diverse population with ample opportunities to express themselves and develop appropriate skills, P.S. 4 places emphasis on implementing high quality standards based instruction within a warm, nurturing environment.

P.S. 4 is located on the south shore of Staten Island. Our building is situated at the end of a cul-de-sac and we are surrounded by several housing developments. We have an active PTA and parent involvement is notable. P.S.4 is an inclusive setting. Approximately 30% of our population is comprised of students with disabilities. We are proud to include the ASD Nest Program among our classes offered. Last year we began a partnership with Dancing Classrooms. Grade 5 students learned the art of ballroom dancing. This year we are expanding our arts partnerships and working Marquis Studio and LEAP to provide art residencies to all students. We have also expanded upon our partnership with Teacher's College Inclusive Classroom Project and are currently providing job embedded support to teachers in 24 classrooms.

We work hard to support our highest need students through professional development, support personnel, and specialized training. Our Nest teachers all attend courses offered at Hunter College prior to teaching in the program. Teachers in the Nest implement supports and strategies designed to develop social skills and enable students to thrive in the general education setting. Over the years these strategies have been generalized into our overall curriculum and behavioral plans. The majority of our early childhood teachers have received training in the Orton-Gillingham method. The majority of teachers in grades 2-5 have received training in Visualizing and Verbalizing.

Our school is celebrating our achievements in professional collaboration. Our supervisors and teachers are committed to the success and improvement the school through the cultivation of a collaborative environment. We strive to continue our growth and success in this area. This year we are focusing on the increasing the use pedagogical methods that increase student engagement and student ownership of learning. We are united as a school community in the objective of achieving our mission.

### 31R004 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	795	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	2.1%	% Attendance Rate		93.2%
% Free Lunch	28.7%	% Reduced Lunch		8.2%
% Limited English Proficient	1.6%	% Students with Disabilities		31.3%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.7%	% Black or African American		1.7%
% Hispanic or Latino	16.8%	% Asian or Native Hawaiian/Pacific Islander		3.9%
% White	74.9%	% Multi-Racial		0.8%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	0.34	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		10.09
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	40.1%	Mathematics Performance at levels 3 & 4		50.1%
Science Performance at levels 3 & 4 (4th Grade)	92.9%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District		Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	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	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

### Part 1 – Needs Assessment

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

Our Quality Review for 2014-2015 indicated a lack of rigor in instruction and tasks. For the 2013-2014 school year, NYS ELA scores indicated that only 40.1% of students tested performed at proficiency level. Average student proficiency at that time was 2.75. Task analysis shows weaknesses in standards RI.1, RI.4, RI.5, RL.1, and RL.4. For that same school year, NYS Math scores indicated that only 50.1% of students tested performed at proficiency level. Average student proficiency was 3.00. Task analysis shows weaknesses in working with fractions and multiplication and division. For the 2014-2015 school year, preliminary NYS ELA and Math test results showed similar findings.

### Part 2 – Annual Goal

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

By June 2016, we will see an overall increase of 3% in the number of students performing at proficiency levels when comparing data from the Beginning of Year and End of Year Periodic Assessments, based on teachers providing all students, including students with disabilities and English Language Learners, with the opportunity to engage in Level 3 DOK tasks.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Inquiry focus on strategies to increase rigor through the use of Webb’s Depth of Knowledge Guide.</p>	<p>All staff and students</p>	<p>November 2015-June 2016</p>	<p>All teachers, supervisors, coaches</p>
<p>Professional development for staff on increasing rigor in tasks and instruction.</p>	<p>All staff and students</p>	<p>November 2015-June 2016</p>	<p>Supervisors, coaches</p>
<p>Common website, PS 4 Central, to share best practices.</p>	<p>All staff and students</p>	<p>November 2015-June 2016</p>	<p>All teachers, supervisors, coaches</p>
<p>Individual feedback based on inquiry work and observations to guide next steps.</p>	<p>All staff and students</p>	<p>November 2015-June 2016</p>	<p>Supervisors</p>
<p>Vertical instructional teams will meet regularly to analyze progress toward this goal.</p>	<p>All staff and students</p>	<p>November 2015-June 2016</p>	<p>Vertical Instructional Team Members and supervisors</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>All teachers, coaches, and supervisors. TCICP consultants, Vertical Instructional Team, programmed assemblies used for monthly teacher meetings.</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
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	X	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>
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Mid-year (Jan./Feb.) assessments in ELA and Math

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

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

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

### **Part 1 – Needs Assessment**

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

For the 2013-2014 school year, NYS ELA scores indicated that 40.1% of students tested performed at proficiency level. SWDs performed significantly lower than the school average. 0% of students in self contained classes performed at proficiency level; 21% of students in ICTs performed at proficiency level; 5.9% of SETSS students performed at proficiency level. In that same school year, NYS Math scores indicated that 50.1% of students tested performed at proficiency level. 0% of students in self contained classes performed at proficiency level; 29% of students in ICTs performed at proficiency level; 23.5% of SETSS students performed at proficiency level. For the 2014-2015 school year, preliminary NYS ELA and Math test results showed similar findings. As a staff we are strong in our ability to create safe and supportive classroom learning environments. Our June 2015 Advance report indicates that 100% of teachers were either Effective or Highly Effective in Domain 2.

### **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.

Beginning September 2015 and ongoing through June 2016, teachers will implement instructional practices that provide multiple entry points into the curricula for all learners, including ELLs and SWDs, resulting in increased student achievement as evidenced by an overall gain of 3% efficiency. Progress will be measured Beginning of Year and End of Year Periodic Assessment data.

### **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 Supportive Environment 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>
<p>Development of standards based lessons that include learning intentions and success criteria.</p>	<p>SWDs, ELLs, students performing below grade level.</p> <p>All teachers</p>	<p>Sept. - June</p>	<p>All teachers, coaches, and supervisors</p>
<p>Use of ongoing formative assessment to adjust instruction and tasks.</p>	<p>SWDs, ELLs, students performing below grade level.</p> <p>All teachers</p>	<p>Sept. - June</p>	<p>All teachers, coaches, and supervisors</p>
<p>Regular communication with parents to discuss individual student's data based progress, needs, strengths, strategies, etc.</p>	<p>SWDs, ELLs, students performing below grade level.</p> <p>All teachers</p>	<p>Sept. - June</p>	<p>All teachers and supervisors</p>
<p>Consultants from the Teacher's College Inclusive Classroom Project (TCICP) will provide support in the development of pedagogical and instructional practices that strategically provide multiple entry points and high-quality supports and extensions into the curricula.</p>	<p>SWDs, ELLs, students performing below grade level.</p> <p>All teachers</p>	<p>Sept. - June</p>	<p>All teachers, coaches, supervisors, and TCICP consultants</p>
<p>Vertical instructional teams will meet regularly to analyze progress toward this goal.</p>	<p>SWDs, ELLs, students performing below grade level.</p> <p>All teachers</p>	<p>Sept. -June</p>	<p>Vertical Instructional Team Members and supervisors</p>

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
All teachers, Coach, Supervisors, TCICP consultants, Vertical Instructional 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
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	X	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.
Mid-year (Jan./Feb.) assessments in ELA and Math
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

### Part 1 – Needs Assessment

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

Across classrooms, teaching strategies inconsistently provide multiple entry points into the curricula leading to uneven engagement in appropriately challenging tasks and uneven demonstration of higher-order thinking skills in student work products, including the work of SWDs. This was indicated in our Quality Review. Our area for celebration in our Quality Review is in our inquiry-based professional collaborations. It was noted that these collaborations promoted the achievement of the school’s goals and 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–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, we will see an overall increase of 3% in the number of students performing at proficiency levels when comparing data from the Beginning of Year and End of Year Periodic Assessments, based on teachers engaging in professional development focused on collaborative planning of instruction that includes a release of learning to students.

### 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>	<b>Target Group(s) <i>Who will be targeted?</i></b>	<b>Timeline <i>What is the start and end date?</i></b>	<b>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></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 teacher-parent collaborations to improve student achievement.</li> </ul>	All staff and students	November-June	All teachers, supervisors, coaches, TCICP Consultants

pedagogical and instructional practices that support teachers in releasing learning to students.			
Vertical instructional teams will meet regularly to analyze progress toward this goal.	All staff and students	November - June	Supervisors, coaches
Common website, PS 4 Central, to share best practices.	All staff and students	November - June	All teachers, supervisors, coaches
Individual feedback based on this professional development and observations to guide next steps.	All staff and students	November - June	Supervisors

**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.											
Coaches, TCICP, supervisors, teachers, Vertical Instructional 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
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	X	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.										
Mid-year (Jan./Feb.) assessments in ELA and Math										
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.										

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

**Section 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.

Our Quality Review indicates that school leadership has created structures and uses feedback to communicate high expectations to staff. Verbal feedback from teachers indicates a desire for personal acknowledgement of effective classroom practices.

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–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.

Beginning November 2015 and ongoing through June 2016, effective practices that enhance the learning community will be highlighted, shared, and then implemented by colleagues as measured by a steady increase in the number of best practices shared each month.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s) <i>Who will be targeted?</i></b></p>	<p><b>Timeline <i>What is the start and end date?</i></b></p>	<p><b>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></b></p>
<p>Best practice of the week will be posted on PS 4 Central.</p>	<p>All staff members</p>	<p>November-June</p>	<p>Supervisors</p>

Intervists to observe best practices	All staff members	November - June	Supervisors
Professional development sessions to share out best practices	All staff members	November- June	Supervisors

**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.											
Supervisors, staff members											
<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
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	X	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.										
Comparison of the number of best practices shared in November, December, and January.										
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.										

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

**Section 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.

P.S. 4 offers many opportunities for parents to be active participants in the school community, such as PTA, SLT, Parents as Art Partners, Art Night, Health Night, Learning Leaders, and inclusion at in-school fairs. In the Strong Family-Community Ties section of the School Environment Survey, all responses are above 90% positive except for volunteering time which was 42% positive communicating with your child's teacher which was 74% positive. Within the school, various forms of electronic communication, such as the eChalk website, REMIND 101, Class Dojo, and email blasts, allow parents and teachers to communicate more frequently and conveniently. The use of these electronic means of communication is not consistent.

### 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.

Beginning November 2015 and ongoing through June 2016, the school will provide more ways for working parents to become involved in the school community as evidenced by a 10% increase in the number of parents indicating they had an opportunity to volunteer time to support the school in our 2015-2016 NYC School Survey.

### 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>Guest speakers from the community will be invited to speak on various topics at General PTA meetings. These topics will be directed at aiding parents in supporting their children’s academic progress and include support for students with special needs.</p>	<p>Working parents, parents of children with special needs.</p>	<p>November - June</p>	<p>PTA, Parent Coordinator, Supervisors</p>
<p>The PTA and SLT will arrange social events such as BINGO and Movie Nights to be held in the evenings and community-building projects such as a P.S. 4 recipe book.</p>	<p>Working parents</p>	<p>November - June</p>	<p>PTA, Parent Coordinator, Supervisors</p>
<p>The eChalk website will be actively maintained to promote an accurate and up-to-date flow of information from the school, PTA, School Leadership Team and individual classrooms. Parents will be reminded regularly to check the website.</p>	<p>Entire school community</p>	<p>November - June</p>	<p>PTA, Parent Coordinator, Supervisors, Classroom Teachers, School Leadership Team</p>
<p>The School Leadership Team will develop a plan for more consistent use of electronic communication, such as REMIND 101 and Class Dojo, in addition to eChalk.</p>	<p>Working parents</p>	<p>November - June</p>	<p>School Leadership Team, Classroom Teachers, Supervisors</p>
<p>Guest speakers from the community will be invited to speak on various topics at General PTA meetings. These topics will be directed at aiding parents in supporting their children’s academic progress and include support for students with special needs.</p>	<p>Working parents</p>	<p>November - June</p>	<p>PTA, Parent Coordinator, Supervisors</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>Parent coordinator, PTA, supervisors, learning leaders</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>										
<p>X</p>	<p><b>Tax Levy</b></p>		<p><b>Title I SWP</b></p>		<p><b>Title I TA</b></p>		<p><b>Title II, Part A</b></p>	<p><b>Title III, Part A</b></p>		<p><b>Title III, Immigrant</b></p>

	C4E		21 <sup>st</sup> Century Grant		SIG/SIF	X	PTA Funded		In Kind	X	Other
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**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.

Family satisfaction survey will be administered to the school community in February.

**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>	Formal and informal assessment results	Leveled Literacy Intervention, Reading Recovery, Soar to Success	Small group	During the school day
<b>Mathematics</b>	Formal and informal assessment results	V-math, Great Leaps	Small group	During the school day
<b>Science</b>	Performance on classroom assessments.	Close reading, guided reading	Small group	During the school day
<b>Social Studies</b>	Performance on classroom assessments.	Close reading, guided reading	Small group	During the school day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Review of case submitted to the Pupil Personnel Team along with teacher recommendation and/or parent request.	Short-term weekly or counseling, individual or in group.	Small group or one-to-one	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. **[School name]**, 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. **[School name]** 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**

**[Maurice Wollin: Public School 4]** , 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.

P.S.4R, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the state's high standards. This school-parent compact is in effect during school year 2015-2016.

### **School Responsibilities**

P.S. 4R will:

1. Utilize the research based programs, Orton-Gillingham and Visualizing and Verbalizing along with a balanced literacy curriculum and Math In Focus as a base line for high quality curriculum. P. S. 4R will integrate this with classroom technology, a hands-on Science program, standard based Social Studies, Physical Education, and the arts to ensure a well-rounded, flowing learning environment.
2. Schedule PTC twice during each school year in November and March. Additional ongoing conferences are held as the request of parent and/or teacher.

3. Provide parents with the following reports on child's progress:

- Report cards distributed in November and March with final report cards sent home on the last day of school.
- Curriculum conferences with classroom teachers in early fall.
- Formal notification regarding possible holdover in January.
- Acuity data available to parents as each is provided with a user password.
- ELA, State Math, and Science scores distributed upon receipt by school.
- Parent/Teacher requested meetings.
- Parent/teacher reports made by phone, e-mail, notes and scheduled appointments.

4. As delineated above, parents have access to staff during PTC both formally and informally throughout the school year.

5. Provide parents opportunities to observe and participate in their child's classroom during Open School Week, traditionally held in the early Fall of each year.

- Encourage parents to participate in Publishing Celebrations, Science Fair, class trips, read to the class as a guest reader, and assist in classroom projects.

6. Involve parents in the planning, review and improvement of the school's parental involvement policy, in an organized, ongoing and timely way.

7. Involve parents in the joint development of any school-wide program plan (for SWP schools), in an organized, ongoing and timely way.

8. If applicable, hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a home language that parents can understand.

10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that include a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.

12. Provide to each parent an individual student report about the performance of their child on the State assessment in Math and English Language Arts.

13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in Section 200.56 of the title I.

### **Parent/Guardian Responsibilities**

We as parents will support our children's learning in the following ways:

- supporting my child's learning by making education a priority in our home by:
  - o making sure my child is on time and prepared every day for school;
  - o monitoring attendance;
  - o talking with my child about his/her activities every day;
  - o scheduling daily homework time;
  - o providing an environment conducive for study;
  - o making sure that homework is completed;
  - o monitoring the amount of television my children watch;
- volunteering in my child's classroom;
- participating, as appropriate, in decisions relating to my children's education;
- participating in school activities on a regular basis;
- promoting positive use of my child's extracurricular time.
- staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child, through email or by mail and responding as appropriate;
- serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Leadership Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.
- reading together with my child every day;
- providing my child with a library card;
- communicating positive values and character traits, such as respect, hard work and responsibility;
- respecting the cultural differences of others;

- helping my child accept consequences for negative behavior;
- being aware of and following the rules and regulations of the school and district;
- supporting the school’s discipline policy;
- expressing high expectations and offering praise and encouragement for achievement.

**Student Responsibilities**

We, as students, will share the responsibility to improve our academic achievement and achieve the State’s high standards. Specifically, we will:

- o Do homework every day and ask for help when we need to.
- o Read at least 30 minutes every day outside of school time.

Give to our parents or the adult who is responsible for our welfare all notices and information received from school every day

Name	Signature	Date
School – Print Name		
Parent(s) – Print Name		
Student (if applicable)- Print Name		

**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>004</b>
School Name <b>Maurice Wollin</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>S. DiMitri</b>	Assistant Principal <b>M. Grandner-D'Angelo</b>
Coach <b>type here</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>M. Covino</b>	School Counselor <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>S. Saccomagno</b>
Related-Service Provider <b>R. Freeman</b>	Borough Field Support Center Staff Member <b>type here</b>
Superintendent <b>type here</b>	Other (Name and Title) <b>type here</b>

**C. Teacher Qualifications**

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

Number of certified ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <b>not</b> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <b>not</b> 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)		Total number of ELLs	<b>27</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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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 <input type="checkbox"/> 12

### 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>	27	<b>Newcomers</b> (ELLs receiving service 0-3 years)	27	<b>ELL Students with Disabilities</b>	0
<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>	27	0	0	0	0	0	0	0	0	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				1	2									0
Chinese	1	4	1	1										0
Russian				1		1								0
Bengali														0
Urdu	1	1												0
Arabic	1	2	2		3	1								0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish	1													0
Albanian					1									0
Other						2								0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)														0
<b>Emerging</b> (Low Intermediate)														0
<b>Transitioning</b> (High Intermediate)														0
<b>Expanding</b> (Advanced)														0
<b>Commanding</b> (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

#### FORMER ELLS BASED ON REVISED EXITING CRITERIA

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

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

#### 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		1			1	1								0

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

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

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
  - Classroom teachers utilize Fountas and Pinell, running records, conference notes and teacher observations to assess the early literacy skills of K-5 ELLs.  
The implication for this year's LAP is to utilize data from the assessments in order to focus instruction in the ESL program and in classrooms with ELLs towards raising performance levels in reading to grade level or above for all ELLs.  
  
Fountas and Pinell data is used by the ESL teacher and classroom teacher to inform both push in and pull out instruction, plan groupings (ex: guided reading groups), identify the individual early literacy skills in need of improvement for each student, and target interventions for at-risk ELLs. Progress monitoring by the ESL and classroom teachers is an on-going process, documenting strategies and interventions utilized and their effects on student performance. Data is shared among the administration and colleagues at conferences as a means to inform the school's instructional plan.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
Data patterns across proficiency levels on the NYSESLAT as indicated on the RLAT report reveal that the majority of our ELLs across all grades scored at an overall level of Expanding English proficiency. Newly enrolled ELLs who were administered the Fall 2015 NYSITELL scored at the Transitioning and Expanding English proficiency levels.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
At the current time, and AMAO report has not been generated. This school year, AMAO data will be utilized by the LAP team and classroom teachers to inform standalone and integrated instruction for ELLs.
- For each program, answer the following:
  - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
  - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
  - What is the school learning about ELLs from the periodic assessments? How is the home language used?

a) A thorough examination of student results on the 2015 NYS exams has revealed certain patterns across proficiencies and grades. In summary, there seems to exist a correlation between English proficiency as indicated by the overall NYSESLAT score and performance on NYS exams. It seems that although students are scoring at a high proficiency level in English as determined by the NYSESLAT, students are not making gains on the NYS Math. ELL students are achieving higher scores on the NYS ELA than on the NYS Math. A more detailed description follows:

In the spring of 2015, eight ELLs in grades 3-4 (currently in Grades 4-5) were administered the NYS Math and ELA exams. Although five of these students scored at the Expanding level or higher, only three received a score of 2 or higher on the NYS Math exam. One of these eight students was administered the NYS Math in his native language. This student received a score of 1 on the NYS Math. This student was exempted from the NYS ELA since he had only been in the US for a few weeks at the time of the administration. Therefore, only seven of these ELLs were administered the NYS ELA. Of these seven students, three received a score of 1, three received a score of 2, and one received a score of 3.

b) Due to a low population of ELLs, we do not administer the ELL periodic assessments. As ELL enrollment in the upper elementary grades increases at PS 4 in the future, the school will administer the ELL Periodic Assessments. However, until such a time, ELLs in the upper elementary grades will continue to be assessed utilizing the NYSESLAT and formal classroom assessments such as Fountas and Pinell.

c) See above. Materials in the students' native languages such as books, vocabulary flashcards, bilingual dictionaries and glossaries are utilized in both the ESL classroom and student classrooms to provide mandated native language support.

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](#).]

RtI at PS 4 includes academic intervention programs such as VMath, Verbalizing and Visualizing, Soar to Success, Leveled Literacy Instruction, and Orton Gillingham. The ESL Teacher participates in all training sessions for teachers who use these interventions. Data is utilized by the ESL and classroom teachers to plan and implement appropriate targeted intervention during ESL services. This school year, the ESL Teacher implements the Soar to Success and Orton Gillingham programs during standalone and integrated services.

ELA and English language development instruction for ELLs is provided at the Tier 1 core instructional level. Through on-going progress monitoring (running records, informal observations, periodic assessments, etc) by the ESL teacher and classroom teachers, at-risk students are identified and provided more targeted and intensive academic supports at the Tier 2 level, and Tier 3 level if necessary. For ELLs, the documentation analyzed also includes the following: a description of how instruction was differentiated to address the needs of our linguistically and culturally diverse learners, the amount and type of ESL instruction provided, and a description of the specific skills that need additional and/or more intense intervention.

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

Each student's second language development in the four modalities is considered in all instructional decisions. Data is obtained through multiple sources: Fountas and Pinell, the NYSESLAT and other NYS exams, unit pre-tests and post tests, reading conference notes, writing conference notes, and speaking/listening task notes. The formal data is analyzed by the ESL teacher and administration in order to plan an integrated ESL schedule that best suits the academic and linguistic needs of the students. The ESL teacher and classroom teachers review data from unit pre-tests and post tests, reading conference notes, writing conference notes, and speaking/listening task notes during lesson planning in order to prepare and deliver instruction that will best support the academic and linguistic needs of all students.

7. For dual language programs, answer the following:

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

N/A

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

8. The success of our ESL program is evaluated based on student performance on the NYSESLAT and other NYS exams, which is analyzed to determine AMAO and AYP. Progress documented through formal assessments such as Fountas and Pinell, conference notes, running records and informal observations by the ESL and classroom teachers are also factored into assessing the overall effectiveness of PS 4's ESL program.

## Part IV: ELL Identification Process

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

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

1. At registration, parents are administered the HLIS in the parent's language of choice. The NYS certified ESL teacher is present to explain the HLIS to the parent. The ESL teacher conducts an informal oral interview with the parent and child in English to identify those students who may be eligible for ITELL testing. Staff who are fluent in the family's native language are also present to conduct an informal oral interview with the child in the native language. If necessary, the school will utilize the DOE Over-the-Phone Interpretation services to facilitate this process. The parent then completes the HLIS form. Through this process, the ESL teacher is able to identify those children who are eligible for ITELL testing. Next, the ESL teacher individually administers the ITELL to students who are eligible for testing within the first ten days of enrollment. Students who are Spanish dominant and do not score proficient on the ITELL are then administered the Spanish LAB within the first ten days of enrollment. In the event that the ESL teacher is unavailable to conduct the initial screening, administer the HLIS, and/or administer the ITELL and/or Spanish LAB, a trained pedagogue such as NYS-certified Speech Teacher Ruby Freeman may complete the ELL identification process described above within the first ten days of enrollment.

For any child newly enrolled at PS 4, the original HLIS is included in the child's cumulative record folder, and a copy is kept on file in the Main Office. If a student is identified as an ELL based upon his or her ITELL score, a copy of the HLIS is also kept on file in the ESL Compliance Binder in the ESL Room. The ESL Teacher also ensures that the original HLIS of all transfer students is sent to PS 4 from the child's previous school and that it is placed in each child's cumulative record folder at PS 4.

On the first day of the school year each September, the ESL teacher obtains the NYSESLAT Scores and Modality Breakdown Report (RNMR) from ATS to calculate Annual Measurable Achievement Objective (AMAO) and evaluate the progress of ELLs that had taken the NYSESLAT in May of the previous school year. Overall NYSESLAT proficiency results are examined and a modality analysis is conducted in order to identify the language areas in need of improvement. Based on this information, ELLs are programmed for Integrated and Standalone services (Standalone if required)

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).

Assessments such as LENS (for students who speak Arabic, Bengali, Chinese, Haitian Creole, or Spanish), SIFE oral interview questionnaires (available on the NYC DOE Intranet Educator Resources page), and student work may be used by the ESL teacher to identify SIFE students.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

NYSITELL eligibility for students entering with IEPs is determined by the LPT by careful consideration of each student's history of language use at home and school, bilingual evaluation results, and information from the CSE. The LPT is comprised of AP of SE M. Grandner-D'Angelo, ESL Teacher M. Covino, the child's parent(s)/guardian(s), and qualified interpreter/translator if necessary.

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.

The ESL Teacher is responsible for ensuring that parent notification letters are distributed within the appropriate time frame.

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).

At the Orientation for Parents/Guardians of Newly Enrolled ELLs with the ESL Teacher, parents/guardians are made aware of their right to appeal ELL status through a written request.

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.

2. On the day that it has been determined that the child is an English Language Learner based on the score the child received on the ITELL, the parent receives the Entitlement Letter, Parent Brochure, and the Parent Survey and Program Selection Form in the language that the parent indicated in Part 3 Parent Information section of the HLIS. The Entitlement Letter includes the date, time and place for the Parent Orientation for Newly Enrolled ELLs. The orientation is generally scheduled for a date within the week after a student has been identified as an ELL. All information shared (oral and written) is made available in the parents' languages of choice, either with the assistance of staff members fluent in the parents' native languages or through the use of the DOE Over-the-Phone Interpretation service.

The ESL teacher, Parent Coordinator, and staff fluent in the parents' native languages conduct the Parent Orientation. Parents view

the New York City Department of Education Orientation Video for Parents of Newly Enrolled English Language Learners in their language of choice. Further questions and concerns are addressed by the ESL teacher, Parent Coordinator, and staff fluent in the native languages of the parents to ensure that all parents understand all three program choices (Transitional Bilingual, Dual Language, and Freestanding ESL). If necessary, the school will utilize the DOE Over-the-Phone Interpretation services to facilitate this process.

Parent are encouraged to indicate their first, second and third programs or choice, even if the program is not currently offered at PS 4. At the current time, the families of fewer than 15 ELL students across two contiguous grades who speak the same home language have requested TBE or DL as their first choice on the Parent Survey and Program Selection Form. It is explained to the parents that once sufficient numbers are reached a TBE and/or DL class will be opened. Alternatively, the parents are provided a transfer option if their first program of choice is not currently offered at PS 4, with the understanding that the parents would be notified if a TBE and/or DL class were to open based upon sufficient requests and that the family would also be provided the option to transfer their child back to PS 4 and into the TBE or DL class should the parents wish to do so. Parents may decline the transfer option and keep their child in PS 4 with the understanding that the child will be placed in ESL services, as opposed to TBE or DL, until such time that sufficient numbers are reached and a TBE or DL class is opened. The parents then complete the Parent Survey and Program Selection Form in the language of their choice and submit it to the ESL teachers.

Once a parent completes the Parent Survey and Program Selection Form, the original is filed in the child's cumulative record folder and a copy is kept on file in the ESL Compliance Binder in the ESL Room. The ESL Teacher also ensures that the original Appendix D of all transfer students is sent to PS 4 from the child's previous school and that it is placed in each child's cumulative record folder at PS 4.

The ESL Teacher utilizes Appendix K in order to maintain a record of each parent's first, second, and third program of choice, as indicated on the completed and signed Parent Survey and Program Selection Form, as well as the ELPC function in ATS to maintain a record of each parent's first program choice. Once the families of 15 ELL students across two contiguous grades who speak the same home language have requested TBE or DL as their first choice on the Parent Survey and Program Selection Form, a TBE or DL class will be opened. Beginning in the Fall of 2011, data collected from the Parent Survey and Program Selection Form is entered on the ELPC function on ATS.

If a parent/guardian does not attend the orientation, the ESL teacher calls the home (with a translator if necessary) in order to reschedule an orientation date that is more convenient for the parent/guardian. If, after three attempts to reach the parent/guardian to schedule an orientation, the parent/guardian does not attend any of the scheduled orientations and does not return the completed Parent Survey and Program Selection form, the child will remain in the ESL program for the duration of the school year. The ESL Teacher will then send home the Default Placement Parent Notification letter in order to notify the parent/guardian of this decision.

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.

The ESL Teacher uses the DOE Parent Notification letters and phone calls to reach out to parents to ensure the forms are returned in a timely manner. The ESL Teacher is responsible for monitoring parent program choice through the ELPC function on ATS and the Appendix K form, on file in the ESL Compliance binder.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. After three failed attempts to have the parents come to the school for the orientation and completion of the survey and program selection forms, the ESL Teacher sends the parents the DOE's Default Placement letter.
9. Describe how your school ensures that placement parent notification letters are distributed. The ESL Teacher is responsible for ensuring that placement parent notification letters are distributed. Copies of all placement notification correspondence are maintained in each ELL's folder in the ESL Compliance binder.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). Original HLIS and Parent Survey and Program Selection forms are retained in each child's cumulative record folder. Copies of the HLIS, Parent Survey and Program Selection forms, and all other parent notification letters are kept in the ESL compliance binder for all current and former ELLs.
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.

Beginning a month prior to the NYSESLAT administration dates, the ESL teacher collects NYS exam dates, trip dates, in-house event dates, related service schedules, and prep schedules from classroom teachers. The ESL teacher then plans a NYSESLAT testing schedule around other NYS exams, trips, special events, student related services, and the prep schedule. The assistant principals must then review and approve the proposed NYSESLAT testing schedule. Once the testing schedule is approved, a final schedule

containing the specific date and time for each section of the NYSESLAT for each student is given to the teacher and administration. A letter containing the specific date and time for each section of the NYSESLAT for each student is also sent home to each student's respective parent(s) / guardian(s). During administration, the ESL teacher maintains a roster of all ELLs scheduled to take the NYSESLAT. On the roster, she records the date on which each ELL is administered a specific section of the exam. Several dates at the end of the NYSESLAT administration window are reserved for make-up exams. It is explained in writing to the parents and classroom teachers that if a student is absent for any portion of the NYSESLAT s/he will be administered a make-up exam on any of the dates that have been reserved for make-up exams.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. The ESL Teacher reviews a current RLAT report to identify those students eligible for continued and transitional services. The ESL Teacher is responsible for ensuring that continued entitlement and transitional support letters are distributed to parents. Copies of all parent notification letters are kept on file in the ESL compliance binder.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

The Fall 2015 Orientation for Parents of Newly Enrolled ELLs has been scheduled for September 22, 2015. Therefore, parent choice data is not yet available. However, the following is a review of parent program choice over the past few years:

During the 2011-2012, 2012-2013, and 2014-2015 school years, the trend in program choice that parents requested was ESL. To date, all parents who have selected TBE or DL as their first program choice have declined the transfer option offered by the school and have instead decided to keep their child enrolled at PS 4, with the understanding that the child will be placed in the ESL program until such time that sufficient numbers are attained in order to implement a TBE and/or DL program.

The only program model offered at this point in time is ESL, which is aligned with the overwhelming majority of our parent requests. However, The ESL Teacher continues to utilize Appendix K in order to maintain a record of each parent's first, second, and third program of choice, as indicated on the completed and signed Parent Survey and Program Selection Form, as well as the ELPC function in ATS to maintain a record of each parent's first program choice. Once the families of 15 ELL students across two contiguous grades who speak the same home language have requested TBE or DL as their first choice on the Parent Survey and Program Selection Form, a TBE or DL class will be opened. Additionally, to build alignment between parent choice and program offerings, administration may budget for a TBE and/or DL class in the future and encourage teachers to obtain bilingual extensions.

## 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.  
Our ELLs are serviced through both Standalone and Integrated services in order to ensure that students receive the full amount of their NYS CR Part 154 mandated number of units of service of support as determined by individual proficiency level according to the 2015 NYSESLAT. All ELLs on a grade have been placed in the same class to ensure consistency in the planning and implementation of Integrated ESL services. The ESL Teacher collaborates with the classroom teachers during common prep time at least once per week in order to plan and implement instruction during scheduled Integrated periods. For Standalone services, students may be grouped heterogeneously by grade or within a two grade span.
  - b. TBE program. *If applicable.*  
N/A
  - c. DL program. *If applicable.*  
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

- a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Students are programmed for the mandated number of instructional minutes of ELL services (Integrated and Standalone) based upon results on the 2015 NYSESLAT. All ELA work done at PS 4 is presented in the workshop model using a comprehensive literacy approach for instruction. This will comprise the explicit ELA instruction for ELLs. Materials in the students' native languages such as bilingual books, dictionaries, content area glossaries, and Lakeshore Photo Card Libraries with captions in English and 14 other languages are utilized in the ESL classroom. Additionally, use of native language (oral/written) may be encouraged between students and bilingual teachers/staff, "bilingual buddy" relationships may be established, and inclusive cultural events may be celebrated school-wide.

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.

The ESL teacher is state certified in ESL instruction. In addition, she is licensed in Early Childhood and Elementary Education by New York State. The ESL teacher collaborates with classroom teachers to plan and implement content area instruction that integrates ESL methodologies in the classroom during Integrated services. The ESL Standalone program continues to utilize Avenues, a research-based, comprehensive ESL curriculum by Hampton Brown that is aligned to current grade level New York State learning standards and bridges language, literacy, and content in order to better support academic progress. The Standalone program also continues to utilize an extensive, leveled ESL library from Rigby: On Our Way to English, a collection which includes texts for Guided Reading, periodic assessments, and teacher guides. The Rigby resources complement Avenues, the ESL curriculum that is currently in place for Standalone services.

The current ESL instructional program incorporates the use of sheltered instruction and scaffolding in the content areas, differentiation strategies, TPR, hands-on activities, manipulatives, pictures, music and movement, and employs a broad range of ESL and literacy strategies to support the ELL students. ELL students are provided frequent access to online educational websites and interactive language learning software on the SmartBoard and desktop computers.

Classroom teachers collaborate with the ESL teacher to analyze the Common Core Learning Standards during unit – and lesson-planning to ensure that content presented in the English language is differentiated and made comprehensible to current and former ELLs through scaffolding, appropriate application of ESL language learning methods, and research-based ESL strategies, such as those described above, so that all ELLs may meet the demands of the CCLS. The ESL program includes the Standalone component that has been implemented to ensure that Entering and Emerging level students receive the necessary linguistic support during instruction. Additionally, the ESL Teacher collaborates with the AIS teachers and related service providers who service ELLs to ensure that appropriate strategies, methods, and approaches are utilized in the ESL program and other academic programs in which ELLs participate.

The ESL teacher and classroom teachers review data from unit pre-tests and post tests, reading conference notes, writing conference notes, and speaking/listening task notes during lesson planning in order to prepare and deliver instruction that will best support the academic and linguistic needs of all students.

All of these instructional approaches and methods have been selected in order to make content comprehensible for ELLs and meet the demands of the CCLS.

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

Students who are Spanish dominant and do not score proficient on the ITELL are administered the Spanish LAB. At the present time, PS 4 does not have sufficient numbers in order to sustain a TBE or DL class. However, in the event that the school should open a TBE or DL program, native language assessments such as EL SOL, ELE Spanish Reading Test, or Chinese Reading Test or other research-based, formal assessments in the language of instruction in the TBE or DL program other than English will be utilized to appropriately evaluate students in their native language(s).

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

Instruction is scaffolded and differentiated based on the individual child's English language proficiency in each of the four modalities, as well as what is developmentally appropriate for the child's age and grade level. The AIS teachers and related service providers offer assistance in differentiating instruction to meet the diverse needs of our ELL students to ensure that appropriate, research-based strategies, methods, and approaches are integrated into the ESL program.

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

Instruction is differentiated for all ELL subgroups:

a. We are currently not servicing any SIFE students. In the event that we need to service to a SIFE student, the student will be assessed and provided with the required ESL instruction in addition to any other intervention services found necessary. Additional services may include Academic Intervention Services, participation in the Leveled Literacy program, inclusion in the Extended Day program, parent support workshops or other available support services. Native language support and resources will also be utilized. Additionally, the ESL Teachers, classroom teachers, AIS teachers, and/or related service providers would collaborate to develop a differentiated instructional plan to ensure that the academic and language learning needs, as well as any additional special needs, of all SIFE students are addressed.

b. Newcomers receive targeted, differentiated instruction in the four modalities through Integrated and Standalone services, as well as benefit from collaboration among the ESL Teachers, classroom teachers, AIS teachers, and related service providers to ensure that the academic, linguistic, and other special needs are addressed. Native language support and resources are provided. Newcomers who are in the testing grades receive additional academic and linguistic support through participation intervention services available at the school such as the Leveled Literacy program and AIS. Newcomers in testing grades will also receive the testing accommodations mandated for ELLs by New York State, which will also be extended to former ELLs for up to two years after scoring proficient on the NYSESLAT. Parent meetings of current and former ELLs in the testing grades will also be conducted in the parents' languages of choice to ensure that parents are aware of the testing requirements and to address their questions and concerns. Since NCLB now requires ELA testing for ELLs after one year, ELLs in this subgroup will receive additional services based upon his or her academic and linguistic needs, such as participation in an AIS program, participation in related service(s), participation in the Leveled Literacy program, parent support workshops or other available support services.

c. Developing ELLs will receive targeted instruction in the area(s) of least proficiency as determined by the NYSESLAT, other NYS exams, and classroom assessments. The ESL teachers and classroom teachers work in collaboration with the AIS teachers and related service providers to improve ELL progress in reading and writing by developing individual goals for each of these students based on analysis of performance on the NYSESLAT and classroom performance. Both the ESL teachers and classroom teachers provide differentiated instruction designed to enable each student to achieve individual goals related to academics, language, and other special needs. Native language support and resources are also utilized. Additional services are provided based on an individual-needs basis, including AIS.

d. We are currently not servicing any Long Term ELL students. In the event that we need to service a LTE student, the student will be provided with the required amount of ESL instructional minutes based upon proficiency level as determined by the NYSESLAT in addition to any other intervention services found necessary. Services may include Academic Intervention Services, parent support workshops or other available support services. Native language support and resources will also be utilized. Additionally, the ESL teacher, classroom teachers, related service provider(s) and AIS teachers would collaborate to ensure that the academic and language learning needs, as well as other special needs, of all LTE students are addressed.

e. When possible, former ELLs are placed in the same class as other ELL students so that the former ELLs may continue to receive the support of the ESL teacher during Integrated services at a minimum of 90 minutes per week. Former ELLs may participate in one or more intervention program or service, such as SETTS, LLI, Soar to Success, Verbalizing and Visualizing, and/or Orton Gillingham. Native language support and resources are also provided. Former ELLs in the testing grades receive a two-year extension of testing accommodations.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [\*ELL Policy and Reference Guide, Re-Identification of ELL Status\*](#) section.

The LPT is currently developing protocol to ensure that a student's academic progress would not be adversely affected by re-identification.

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?

ELLs who have been identified as having special needs have been placed in accordance with his/her IEP, which indicates specific ESL instruction in addition to any special education services needed. ESL instruction is differentiated in order to meet the special needs of individual students as indicated on the IEP, increase academic achievement, and support language acquisition. When possible, the ESL teacher integrates strategies into instruction to support the needs of the students as suggested by related service providers (ex: OT recommendation to use slant board and pencil grip during writing, PT

suggestion to take movement breaks during long reading tasks). Paraprofessionals assigned to Special Education ELLs may accompany their students during pull out ESL services. Additionally, the ESL teacher, classroom teachers, paraprofessionals, related service providers, and AIS teachers collaborate to ensure that the academic and language learning needs of all ELL-SWD students are addressed, as well as other special needs. Additional services to which ELL-SWDs are entitled include participation in the AIS program, inclusion in the Leveled Literacy program, participation in related service(s), parent support workshops, native language support and resources, and/or other available support services.

Special Education teachers implement the same literacy and content curricula as their General Education counterparts, such as the Math in Focus curriculum and Verbalizing and Visualizing. Daily academic content area instruction in the classroom is differentiated according to ability and incorporates the use of research-based academic and language learning strategies that have been found to be successful with ELLs with special needs, as well as scaffolding techniques, manipulatives, visuals, realia, hands-on activities, TPR, and music and movement to facilitate the acquisition of language and content area knowledge. The ESL Teacher and classroom teachers of ELL-SWDs collaborate to ensure that research-based ESL language learning strategies are integrated into each lesson to support student achievement of both academic and linguistic goals.

9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

PS 4 uses curricular, instructional, and scheduling flexibility to meet the diverse academic and linguistic needs of ELL-SWDs within the least restrictive environment. All ELL-SWDs are placed in the least restrictive environment according to the requirements indicated on the most current IEP of each child. The ELL-SWDs whose IEPs require a paraprofessional are assigned a paraprofessional in the classroom. Additionally, paraprofessionals may accompany the ELL-SWDs to whom they are assigned to Standalone ESL services. All Special Education teachers implement the same literacy and content curricula as their General Education counterparts. The ESL Teachers, Special Education teachers, paraprofessionals, AIS teachers, related service provider(s) and coach collaborate to ensure that all ELL-SWDs are able to achieve curricular goals through support provided through scaffolded instruction that incorporates ESL teaching methods, differentiated learning strategies and other research-based instructional practices that have been proven to be successful in making content comprehensible and further supporting English language acquisition for ELL-SWDs. Scheduling flexibility in the ESL program allows for the ESL Teacher to provide integrated services during content area studies as well as literacy instruction.

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

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 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 <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<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.



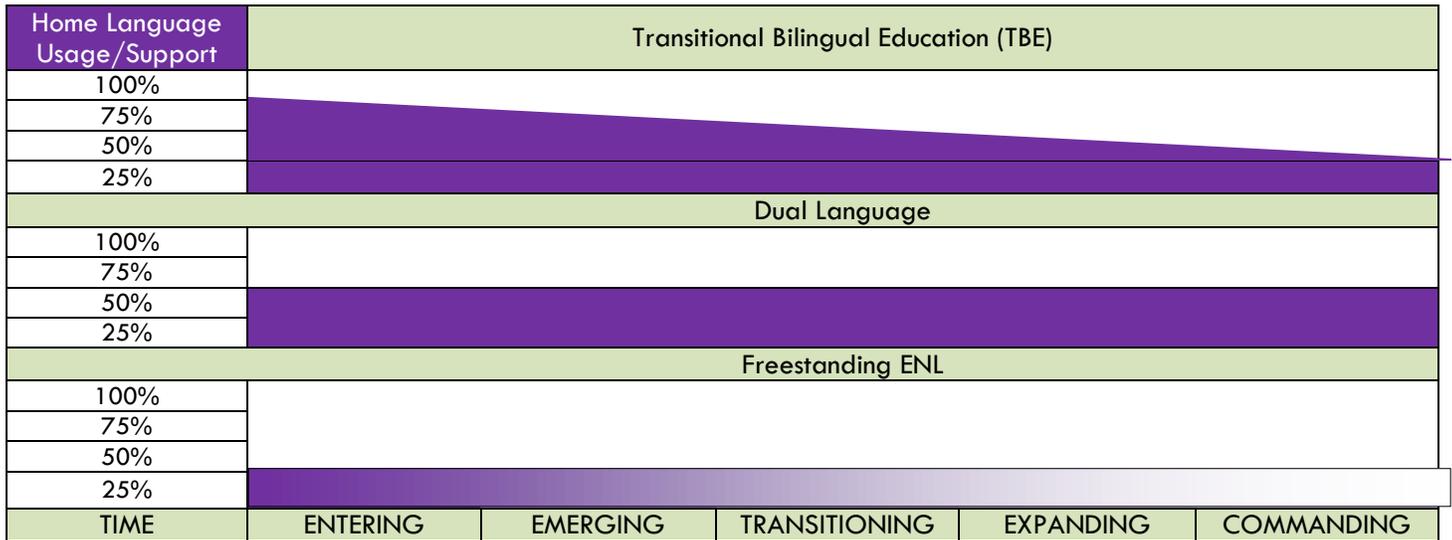
\*Note: “other approved services” does not apply to New York City at this time.

Chart

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. ELLs struggling in ELA and math may receive targeted intervention through a variety of programs based upon the academic needs of the individual student. Programs offered at PS 4 include VMath, Visualizing and Verbalizing, Orton-Gillingham, and SETTS. All services are offered 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.

The effectiveness of the ESL program is determined by gains on the AMAO. Our current program is meeting the linguistic needs of the ELLs, as the majority of ELLs placed at the Expanding level of proficiency or higher on the 2015 NYSESLAT. More than half of the current ELLs that were administered the 2015 NYS ELA scored a 2 or higher on the exam. Math seems to be an area of weakness for our ELLs, as only one of eight ELLs tested last year scored a 4 on the NYS Math, while two students scored a 2 and five students scored a 1. The ESL teacher will collaborate with classroom teachers this year to ensure that integrated services are provided during math in order to raise performance in this content area.
12. What new programs or improvements will be considered for the upcoming school year?

A part-time ESL teacher will be hired to provide a portion of integrated services.
13. What programs/services for ELLs will be discontinued and why?

All programs and services for ELLs will continue this school year.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

13. All ELLs and former ELLs may participate in all before- and after-school programs and supplemental services, including Extended Day, Leveled Literacy SETTS/AIS programs, VMath, V &V, Soar to Success, and Orton. To the fullest extent possible, school bulletins, notices and permission forms, including those that pertain to school programs, are distributed in English as well as the native languages of our ELL families, which ensures that equal access to all school programs is afforded to our ELLs and that their full participation in such school programs is encouraged and supported by all school staff.
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.

PS 4's ESL program continues to utilize Avenues, a research-based, comprehensive ESL curriculum by Hampton Brown that is aligned to current grade level New York State learning standards and bridges language, literacy, and content in order to better support academic progress. The current ESL instructional program incorporates the use of sheltered instruction and scaffolding in the content areas, differentiation strategies, TPR, hands-on activities, manipulatives, pictures, music and movement, frequent access to online educational websites and interactive language learning software, and employs a broad range of ESL and literacy strategies to support the ELL students.

In an effort to raise performance levels in reading across all grades, the ESL program continues to incorporate the use of the extensive, leveled ESL library from Rigby: On Our Way to English. The collection includes texts for Guided Reading, periodic assessments, and teacher guides. The Rigby resources complement Avenues, the ESL curriculum that is currently in place.

The ESL classroom has a Smart Board and two desktop computers. Each classroom also has one iPad intended for student use. PS 4 intends to increase the use of technology in its ESL program through the use of interactive software designed to improve the language and literacy skills of ELLs.

The use of the leveled library and Smart Board, combined with the use of the instructional materials already in place from previous years, will benefit our ELLs across all subgroups, as the materials provide for scaffolded and differentiated instruction to meet the needs of all learners.

In addition to bilingual books, bilingual dictionaries and bilingual content area glossaries, ELL support in the native languages is provided through the use of other materials such as Lakeshore Photo Card Libraries with captions in English and 14 other languages and access to a wide range of online resources in the native languages of our students.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Materials in the students' native languages such as bilingual books, dictionaries, content area glossaries, and Lakeshore Photo Card Libraries with captions in English and 14 other languages are utilized in the ESL classroom. Students also have access to a variety of online resources in the native languages of our students.

These resources are integrated into the ESL program in order to provide the 25% of mandated Native Language support. Additionally, students may be encouraged to use the native language when necessary, establish "bilingual buddy" relationships with peers and school staff, and attend cultural events at the school.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

Teachers who provide intervention services (SETTS, LLI, Speech, OT, PT, Counseling) to ELLs consult the ESL teacher to ensure that all services and resources are appropriate for each student's individual age, grade levels, and language learning needs. When appropriate, instruction is differentiated and resources are modified to meet the needs of the learners.

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).

17. Each June, incoming Kindergarten ELLs and their families are invited to attend the annual Kindergarten Orientation, during which the AP and Parent Coordinator provide essential information to the parents about the first day of school, general procedures, program review, and expectations, among other items of importance. Families are invited to become involved with the PTA and participate in opportunities such as parent workshops. Oral and written information will be available in the parent's native language as well as English.

At the orientation, parents are encouraged to ask questions and tour the Kindergarten wing of the building. The ESL Teacher and Kindergarten teachers are present to meet the incoming students and their families. Interpreters are available, and the DOE over-the-phone interpretation service may be utilized if necessary.

All incoming students in grades K-5, including ELLs, are invited to participate in the PS 4 Summer Day Camp Program, during which the children may engage in sports, arts and crafts, and other recreational activities while interacting with peers and getting to know their future teachers.

New ELLs who enroll throughout the year may participate in school tour with their families and are provided access to supplemental materials that are appropriate for the child. Families are afforded opportunities to become involved with the PTA, attend parent workshops, participate, receive a program review. Oral and written information will be available in the parent's native language as well as English. The administration, Parent Coordinator, and ESL Teacher facilitate these opportunities.

19. What language electives are offered to ELLs?

Electives are not offered, as PS 4 is an elementary school.

20. For schools with dual language programs:

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

N/A

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
PS 4 provides Professional Development and support for all school staff. The ESL teacher will develop personal professional development plans for this school year which will be supported by the administration. The ESL teacher will continue to participate in the CFN 533 ESL Liaison Meetings conducted by Mildred Cordova (Director of Student Services, CEI-PEA CFN 533) throughout the school year. The ESL teacher will also attend professional development workshops and training sessions in school-wide instructional programs such as Leveled Literacy Instruction and Orton-Gillingham in order to integrate classroom instruction practices and methods utilized by intervention service teachers into ESL instruction. The ESL teacher will also participate in weekly professional development activities in collaboration with other teachers at the school.

In addition, professional development for all personnel working with ELLs will take place during available time throughout the year including designated professional development days, monthly faculty and grade conferences, preparation periods, and after school workshops. Additionally, staff members may participate in professional development sessions presented by organizations such as NYS TESOL, NYSABE, or the Manhattan-Staten Island BETAC.

Below is a tentative calendar of in-house Professional Development scheduled for the school year. PD workshops will be developed and implemented by the ESL teacher. Classroom teachers, cluster teachers, related service providers, AIS teachers, paraprofessionals, administrators, secretaries, and parent coordinator will be encouraged to attend.

November - December: Incorporating ESL strategies into Instruction in the Classroom

March - April: Strategies for preparing ELLs for upcoming state exams including NYS ELA, NYS Math, and NYSESLAT (Parents of ELLs will also be encouraged to attend this session)

June: Strategies for assisting ELLs in maintaining progress throughout the summer break (Parents of ELLs will also be encouraged to attend this session)

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?  
The ESL teacher participates in all professional development that relates to the Common Core Learning Standards, such as Math in Focus and Close Reading training sessions. The ESL teacher continues to attend ESL workshops offered by CFN 533 that focus on CCLS as it relates to ESL instruction.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
Staff members such as 5th grade classroom teachers and others who work with 5th grade ELL students may participate in professional development sessions held either at school or presented by organizations such as NYS TESOL, NYSABE or the Manhattan-Staten Island BETAC that focus on assisting ELLs as they transition from elementary school to middle school. Arrangements may be made to have PS 4 staff, including the ESL Teacher, accompany the Grade 5 ELLs, former ELLs, and their parents on a visit to the middle school to which the students will transition the following year, during which time the students and parents would take a tour of the building and meet the staff, including the middle school ESL Teacher.
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.

All staff will receive the required amount of ELL training through participation in Professional Development sessions with issues related to ELLs, either in-house or provided by organizations such as NYS TESOL, NYSABE or the Manhattan-Staten Island BETAC. The ESL Teacher will maintain the attendance records and PD agendas of all staff who participate in ELL training. The records will be kept in a binder in the ESL classroom.

### 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?

Paste response to question here:

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

Paste response to question here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Cecilia Saccomagno is PS 4's parent Coordinator. She distributes a weekly email blast to all families describing the upcoming week's school activities, and information about free and low-cost workshops and educational activities in the community. The ESL Teacher works closely with the Parent Coordinator to reach out to our ELL families and encourage parental involvement. Ms. Saccomagno has created an ELL Parent email list in order to keep ELL parents informed of news and upcoming events related to ELLs and education. The Parent Coordinator and ESL Teacher work together to ensure that school webpages, school bulletins, notices and permission slips are available in both English and the native languages of our families. Ms. Saccomagno and the ESL Teacher jointly conduct ELL Parent Orientation sessions as new ELLs are enrolled at PS 4. For Parent-Teacher Conferences and other school-based events in which parents are invited, the Parent Coordinator and ESL Teacher utilize parent surveys in order to arrange for bilingual staff and parent volunteers to assist with the translation and interpretation needs of our parents. If there are no volunteers who speak the language of a parent, the DOE's Translation and Interpretation Unit will be contacted to facilitate communication between the school and ELL families. These measures ensure that the parents of ELLs will be kept abreast of all activities in which parental involvement is encouraged. Such activities include, but are not limited to, the following: attendance at parent-teacher conferences, participation in the PTA, class parent roles and responsibilities, and attendance at monthly school assemblies and other in-house activities.

Common translated signs that have been downloaded from the DOE's Translation Resources website are displayed prominently in the Main Office.

The ESL teacher maintains a binder of all DOE -produced ELL Parent Information surveys, informational documents, and notifications relevant to the ELL identification and placement process in the available translated versions. If the translation of other critical, school-issued surveys, informational documents and notifications cannot be completed in-house by a school staff member or parent volunteer, services offered by the DOE Translation and Interpretation Unit are utilized. The ESL teacher is responsible for completing and submitting Translation Request Forms to the DOE Translation and Interpretation Unit. The ESL teacher aims to submit the Translation Request Forms and the file(s) to be translated to [translations@schools.nyc.gov](mailto:translations@schools.nyc.gov) as early as possible to ensure timely provision of translated documents to parents determined to be in need of language assistance services.

When necessary, the school obtains translation services in additional languages via external, DOE-contracted vendors. Again, the ESL teacher aims to submit requests as early as possible to ensure timely provision of translated documents to parents determined to be in need of language assistance services.

In the event that a staff member is not available to interpret for a parent, the school utilizes the DOE Over-the-Phone Interpretation Services available through the Translation and Interpretation Unit at 718.752.7373 ext. 4. If necessary, the school will apply its translation/interpretation funding allocations in order to contract LIS to cover interpretation needs.

In the event that interpretation services are required for on-site central events in which the parents of ELLs are participating, the ESL teacher will be responsible for completing and submitting Interpretation Request Forms to the DOE Translation and Interpretation Unit to [translations@schools.nyc.gov](mailto:translations@schools.nyc.gov).

Parents of ELLs are invited to participate in the PTA. All parents are invited to join the PTA and become involved in the many events that the group plans (ex: school spirit activities, art night festivities, annual holiday and plant sales, etc.). Families are also encouraged to attend Parent-Teacher conferences and Parent Coordinator workshops. During this school year, the ESL teacher and Parent Coordinator will also conduct workshops for parents of newly enrolled ELLs. Additionally, workshops on topics such as the NYSESLAT and strategies for supporting the academic success of the ELL child at home may be presented.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

Ms. Saccomagno is actively seeking CBOs and other organizations with whom the school can partner to offer workshops and other services for ELL families.

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

Parent needs are evaluated through utilizing the Learning Environment Surveys, which are offered in English as well as the home language, as well as Parent Coordinator surveys distributed in English and the home languages of our families. One such survey is distributed prior to Parent-Teacher Conferences, in which parents may request a translator.

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

Based on the needs of the parents as indicated in the Learning Environment Survey and surveys distributed by the Parent Coordinator, additional parental involvement activities are created to educate and encourage parents in supporting their child's education at home. For example, the Parent Coordinator coordinates the monthly ASD Nest Parent and ASD Nest Father's Group workshops to address the needs of the parents of children in the Nest program. The feedback provided by the parents of ELLs on these surveys will inform future parental involvement activities specifically for the parents of ELLs during this school year.

#### **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: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **31R004** School Name: **Maurice Wollin**  
Superintendent: **q**

### 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.

At registration, all parents are administered the Home Language Identification Survey. The parent may select to complete the form in either English or the native language. The ESL teacher and Parent Coordinator are present to explain purpose of the HLIS to the parent. If necessary, school staff fluent in the parent's native language are available to assist in interpretation, or the DOE Over-the-Phone Interpretation Service may be utilized.

In Section 3 of the HLIS, the parent indicates the language(s) that s/he would like to communicate both orally and in writing with school staff. The ESL teacher uses data obtained from Section 3 of the HLIS in order to pre-assess which language(s) will be needed for the current school year. The ESL teacher then updates the record of parent language preferences, which is maintained and continually updated by the ESL teachers throughout the school year. The ESL Teacher may also obtain this information from ATS reports (ex: RPOB), emergency contact cards, and parent surveys. Primary language information is shared with the administration, Parent Coordinator, School Leadership Team, and Pupil Accounting secretary. Classroom teachers of students whose parents have selected to communicate in another language are notified. The ESL teacher is responsible for providing translated school notices and forms, as well as arranging for any interpretation services that may be required at face-to-face meetings such as Parent Teacher Conferences and IEP meetings.

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.

To date, parents' preferred languages include: Arabic, Chinese, Spanish, Chinese, and Italian.

## **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.)

All translated information and forms that are available on the NYC DOE website (ex: Parent brochure, Parent Notification Letters, etc) are distributed as needed throughout the school year. Bilingual Parent-Teacher Conference notices and surveys are distributed prior to conference dates. Testing calendars are also translated in the spring. Other important school notices may be translated as necessary.

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.

September: Curriculum Conference and Parent-Teacher Conference; November: Parent-Teacher Conference; March: Parent-Teacher Conference. Monthly PTA meetings. Phone calls home by classroom teachers, service providers, counselors, SAT, etc. as necessary. Informal interactions may include class parties and field trips.

## **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.

Common translated signs that have been downloaded from the DOE's Translation Resources website are displayed prominently in the Main Office.

The ESL teacher maintains a binder of all DOE -produced ELL Parent Information surveys, informational documents, and notifications relevant to the ELL identification and placement process in the available translated versions. If the translation of other critical, school-issued surveys, informational documents and notifications cannot be completed in-house by a school staff member or parent

volunteer, services offered by the DOE Translation and Interpretation Unit are utilized. The ESL teacher is responsible for completing and submitting Translation Request Forms to the DOE Translation and Interpretation Unit. The ESL teacher aims to submit the Translation Request Forms and the file(s) to be translated to translations@schools.nyc.gov as early as possible to ensure timely provision of translated documents to parents determined to be in need of language assistance services.

When necessary, the school obtains translation services in additional languages via external, DOE-contracted vendors. Again, the ESL teacher aims to submit requests as early as possible to ensure timely provision of translated documents to parents determined to be in need of language assistance services.

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.

School staff or parent volunteers who are fluent in the native languages of our families are often available to assist in oral interpretation. Needs are determined by parent language preference surveys. In the event that a staff member or parent volunteer is not available to translate, the school utilizes the DOE Over-the-Phone Interpretation Services available through the Translation and Interpretation Unit at 718.752.7373 ext. 4. If necessary, the school will apply its translation/interpretation funding allocations in order to contract LIS to cover interpretation needs.

In the event that interpretation services are required for on-site central events in which the parents of ELLs are participating, the ESL teacher will be responsible for completing and submitting Interpretation Request Forms to the DOE Translation and Interpretation Unit to translations@schools.nyc.gov

## **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.)

The ESL Teacher is responsible for ensuring that all staff members are made aware of the availability of translation and interpretation services. The ESL Teacher may train staff members in how to use translation services and the over-the-phone interpretation services.

## **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

The ESL Teacher will facilitate the fulfillment of parental notification requirements for translation and interpretation services, such as the display of the Welcome Poster, distribution of Parents' Bill of Rights and Guide to Language Access, and use of Language ID Guide at the security desk and in the Main Office.

#### **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)

Feedback is gathered by the School Environment Survey as well as surveys created and disseminated by the Parent Coordinator and ESL Teacher. Quality and availability of services may be improved based upon feedback offered in such surveys.