

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

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

**31R010**

**School Name:**

**FORT HILL COLLABORATIVE ELEMENTARY SCHOOL**

**Principal:**

**JENNIFER GONZALEZ-FUNES**

## 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: P.S. 10 Fort Hill Collaborative School Number (DBN): 31R010  
Grades Served: K-1  
School Address: 80 Monroe Avenue, Staten Island N.Y. 10301  
Phone Number: 718-420-5115 Fax: 718-420-5118  
School Contact Person: Lorena Romero Email Address: LRomero3@schools.nyc.gov  
Principal: Jennifer Gonzalez-Funes  
UFT Chapter Leader: Anita Otero  
Parents' Association President: Florencia Ortiz  
SLT Chairperson: Tiffany Igneri  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Mohammed Fairooze  
Student Representative(s): \_\_\_\_\_  
\_\_\_\_\_

**District Information**

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

**Borough Field Support Center (BFSC)**

BFSC: \_\_\_\_\_ Director: 715 Ocean Terrace, Staten Island N.Y. 10301  
Director's Office Address: \_\_\_\_\_  
Director's Email Address: KMoran2@schools.nyc.gov

Phone Number: 718-556-8367 Fax: \_\_\_\_\_

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

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Jennifer Gonzalez-Funes	*Principal or Designee	
Anita Otero	*UFT Chapter Leader or Designee	
Florencia Ortiz	*PA/PTA President or Designated Co-President	
Janiris Telleria	DC 37 Representative (staff), if applicable	
Mohammed Fairooze	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Lorena Romero	Member/ uft	
Tifany Igneri	Member/uft	
Nelly Vazquez	Member/ uft	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Melinda Aziz	Member/parent	
Concepcion Pavia	Member/parent	
Eluteria Juarez	Member/ parent	
Gia Sayers	Member/ parent	
	Member/	

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

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

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

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

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

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



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

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

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

<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.

P.S. 10, Fort Hill Collaborative Elementary School is a new Title I elementary school in its second year. We are located in the Tompkinsville section of Staten Island. For the 2015-2016 school -year we are serving kindergarten and first grade students and will grow yearly until we are a kindergarten to fifth grade school. Our staff consists of nine full-time teachers, two paraprofessionals, a school aide and a secretary. We have five classes, with a total enrollment of 105 students. Approximately 32% of our students have been identified as English Language Learners and 19% have been identified as Students with Disabilities.

P.S. 10, Fort Hill Collaborative Elementary School's mission is to prepare students to become leaders who leverage effective habits to ensure social, emotional and academic success. We believe students learn best when they are provided with collaborative learning experiences where they can demonstrate the application of their knowledge through hands-on projects. We use and model higher order questioning to promote student critical thinking and multiple approaches to problem-solving; utilize "lab" investigations to give them real-world experiences and opportunities to work cooperatively; and integrate The Leader in Me to develop personal leadership skills and live our core values of respect, responsibility and collaboration. We will foster a love of learning and discovery through interdisciplinary projects that emphasize Mathematics and the Sciences.

In our second year we are collaborating and partnering with:

- Reading Reform Foundation: Is an Orton-Gillingham approach to teaching early literacy through phonics based approaches alongside multi-sensory techniques of learning. This approach assists in improving students' ability to read write and spell. Our teachers are provided teacher training directly in the classroom through an on-site two day a week consultant. Our consultant models lessons and co-plans the five day a week instruction. All staff attends a Reading Reform course on Saturdays and over the summer to become certified on this approach.
- Leader in Me: Is a whole school transformation model that supports students, staff and parents social emotional development. This model is based on the 7 Habits of Highly Effective People and enables students to develop leadership skills through the teaching and embedding of the habits in their school routines and instruction. The introduction of this model will occur throughout the first three years of the schools establishment. However, the 7 Habits will be utilized every year embedded in instruction and daily routines.
- Lego Education: Is used to introduce STEAM concepts through literacy. It enables our kindergarten students a hands-on tool that supports language. It enables students to become motivated about reading and writing by making them confident storytellers. Students use a hands-on approach to recreate scenes from stories using Lego elements. Students engage in Lego StoryStarters by embedding it within lesson tasks. This program is also used to support RTI.
- Salvadori - Salvadori's curricula enables us to align project based assessment and STEAM instruction to our units of study. This partnership has enabled our teachers to foster a deeper understanding of:
  - o Aligning Common Core Standards and grade-specific learning objectives
  - o Promoting critical thinking and a broader understanding of STEAM applications
  - o Teaching students to defend ideas while working in teams to solve real-world problems

Salvadori provides all materials, instruction, and teacher planning sessions, lesson outlines, and assessment.

As a school in its second year of development we have had many accomplishments including establishing a supportive environment and collaborative teachers and staff. We have forged a successful collaboration with our co-located school. We have maximized our instructional program by sharing the Robin Hood Library and school librarian and the physical education teacher. Book fairs and other activities are done building wide so that our community families who have children in both schools have cohesiveness.

Each member of our staff has adopted and aligned their personal educational philosophies with the mission of the school and we have created a culture that there are high expectations for all members of the school community.

Some challenges thus far have been in engaging all parents in our school events and activities. In order to address this challenge we have decided to continue to focus on building trust within our school community. Trust between parents and the school staff, trust between existing staff members and incoming staff members for 2015-2016 and trust between students and other students.

### 31R010 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	61	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	48.0%	% Attendance Rate		N/A
% Free Lunch	N/A	% Reduced Lunch		N/A
% Limited English Proficient	N/A	% Students with Disabilities		N/A
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		N/A
% Hispanic or Latino	N/A	% Asian or Native Hawaiian/Pacific Islander		N/A
% White	N/A	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	0.34	# of Assistant Principals (2014-15)		N/A
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		N/A
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)	N/A	Average Teacher Absences (2013-14)		N/A
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District		Focus School Identified by a Focus District		
Priority School				
<b>Accountability Status – Elementary and Middle Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	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 Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
<b>Accountability Status – High Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

### Part 1 – Needs Assessment

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

At P.S.10 students are engaged in classroom activities and curriculum is rigorous however, as per the current Principal’s Performance Review next steps “Further evidence of practices across classrooms is needed in 2.2 and 1.2 specifically in the areas of rigorous questioning, multiple entry points, collaborative learning and checks for understanding/self-assessment approaches as they relate to proficient practices. “ After a comprehensive assessment of our school’s academic programs and data from the PPO and QR (Focus Area 1.2) we noticed that we need to deepen our pedagogical strategies which will result in opportunities to consistently engage students in high level thinking and productive instruction.

#### **School Strengths :**

- In every classroom, goal setting for students is evident for academic subjects and social/emotional growth.
- Rigorous habits and higher order skills are embedded within curricula.
- Curricula is developed, examined and refined on a weekly basis through defined curriculum planning time and inquiry meetings.
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#### **School Needs:**

- In some classrooms high level of instruction and student engagement was not always mirrored with the designed independent tasks.
- Increase the level of student ownership to allow for a more student centered classroom.

### 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, all teachers will participate in professional development to aid them is deepening the pedagogical strategies that result in opportunities to consistently engage students in high level thinking and productive instruction, as measured by student performance outcomes and Danielson Observations.

**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>• 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)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Teachers will continue to implement Core Knowledge common core aligned curriculum and assessments. They will apply scaffolding strategies with ELLs and SWDs, with an equal blend of fiction and informational texts.</p>	<p>All Teachers</p>	<p>September 2015- June 2016</p>	<p>Administration, Coach and Lead Teacher.</p>
<p>Based on teacher observations of pedagogy, professional development will be aligned to meet teacher needs. Individual and school wide professional development will be planned around designing tasks and higher level thinking and discussion opportunities.</p>	<p>All Teachers</p>	<p>September 2015-June 2016</p>	<p>Administration, Coach and Lead Teacher.</p>
<p>Teachers will collaborate on unit and lesson plans to design activities that engage all students in rigorous tasks, embedded in well-crafted instructional units and with appropriate supports. Teachers will implement rigorous, explicit instruction with specific guided practice to push for independence. In addition they will continue to implement the reciprocal teaching model.</p>	<p>All Teachers</p>	<p>September 2015-June 2016</p>	<p>Administration, Coach and Lead Teacher.</p>
<p>Through inquiry, teachers will analyze informal assessments to assist in planning rigorous activities aligned with student needs.</p>	<p>All Teachers</p>	<p>September 2015-June 2016</p>	<p>Administration, Coach and Lead Teacher.</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>
<ol style="list-style-type: none"> <li>1. All teachers, Academic Coach, common planning time and per-session funds to support planning.</li> <li>2. All teachers, professional resources books, Academic Coach, Administrator, books for read aloud and per-session funds to support planning.</li> <li>3. All teachers, Academic Coach, common planning time and per-session funds to support planning.</li> </ol>
<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	X	Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

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

Lesson and unit plans will be monitored by the administrator to ensure that rigorous tasks, higher order questions and productive conversations opportunities are being embedded. Lesson plans will be monitored weekly and unit plans will be monitored quarterly. Teacher observations will monitor the implementation of professional development footprints.

**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.

Analyzing community trends there is a need to support students social emotionally in order for them to achieve academically. The school is located in a large Title I community and through a survey of the 2014-2015 parents, it became evident that parents want support with everyday life topics in addition to academics. According to the 2014-2015 QR (3.4) P.S. 10 is proficient in establishing a culture for learning that communicates high expectations to staff, students and families and provides supports to achieve these expectations.

#### **School Strengths:**

- Classroom environment support group work and collaborative learning.
- Lesson and unit planning embed checks for understanding to gage student mastery of topics.
- Teachers know all students by name and their needs through collaborative conversations.
- Teachers use inter-visitation to support each other and lend expertise to support student environment.
- Students learn and embed the 7 Habits of Happy Kids in their daily learning and it is used to goal set.

#### **School Needs:**

- Select students are frequently absent and/or late which leads to an inconsistency in academic progress due to missing instruction.

### **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.

From September 2015- June 2016, all students will be monitored for social-emotional growth and academic behaviors. Students identified as chronically absent monthly (80 percent and below as highlighted on ATS RRSA) will be supported by small group instruction at least three times a week. By June 2016, 75% of these identified students will show progress academically and social emotionally based on classroom rubrics.

**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 Supportive Environment 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>Social/Emotional development through the use of creative play and advisement while be scheduled for all students through the use of the Imaginarium supported by the cluster teacher. The imaginarium reinforces socializing skills by allowing students to work and collaborate in groups. By working with their classmates they will explore and build upon different social skills needed for future experiences.</p>	<p>All Students</p>	<p>September 2015- June 2016</p>	<p>Cluster Teacher/Academic Coach/Teachers.</p>
<p>Social emotional support will be embedded in all aspects of the school day such as morning meeting, lesson activities and classroom routine and rituals.</p>	<p>All Students, all Staff</p>	<p>September 2015- June 2016</p>	<p>All Staff</p>
<p>Create advisory and support academic habits aligned to school mission through social emotional student small groups and create and develop a school-wide student leadership team.</p>	<p>Selected students and staff</p>	<p>September 2015-June 2016</p>	<p>Advisory Cluster Teacher/ At-risk guidance</p>
<p>Workshops to support parents on the 7 Habits of Highly Effective People and best practices to support students academically at home.</p>	<p>All Parents</p>	<p>September 2015- June 2016</p>	<p>All Pedagogical staff</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>
<ol style="list-style-type: none"> <li>1.Cluster Teacher/ Social Emotional Support Teacher</li> <li>2. All Staff including teachers, morning meeting books, Leader in Me professional development.</li> <li>3. Administrator, students and teachers.</li> <li>4.F-Status teacher, Title I teacher and Leader in Me books</li> <li>5. Teachers, Leader in Me Professional Development and resources</li> </ol>
<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	X	Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

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

Teacher lesson plans will show social emotional support and will be monitored weekly. Attendance reports on identified students will be monitored for frequent absences. Parent workshop attendance will be monitored.

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

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

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

### **Part 1 – Needs Assessment**

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

According to 2014-2015 QR and PPO, the school culture fosters a collaborative and supportive environment.

#### **School Strengths:**

- All teachers collaborate to create and map curriculum. Teacher’s meet weekly to align standards and tasks to unit plans. Teachers meet to reflect on past lessons and to make modifications.
- Inquiry teams meet weekly to analyze data and formulate next steps.
- Teachers collaborate to select school wide field experiences aligned to the units of study.
- Teachers collaborate on and facilitate monthly parent workshops.
- All staff collaborates on parent newsletters and calendars.
- Monthly coffee and tea informal meetings with principal.

#### **School Needs:**

- Ensuring more opportunities for sharing best practices including inter-visitations and modeling best practices within P.S. 10 and other schools.

### **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.

100% of the teachers will engage in monthly inter class visitations and professional learning partnerships in order to increase best practices for student outcomes as measured by Danielson Observations.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<p><b>Target Group(s) 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>Scheduled month inter-visitations will focus on a specific practice highlighted by Danielson Rubric and observations. InterOvisitations will allow for teacher practice reflection.</p>	<p>All teachers</p>	<p>October 2015- June 2016</p>	<p>Administration, lead teacher, coach</p>
<p>Professional learning partnerships developed based on teacher practice surveys and Danielson observation feedback.</p>	<p>All teachers</p>	<p>October 2015- June 2016</p>	<p>Administration, lead teacher, coach</p>
<p>Develop partnerships with other schools highlighting best practices.</p>	<p>All teachers</p>	<p>October 2015- June 2016</p>	<p>Administration, lead teacher, coach</p>
<p>Teachers and staff will attend in-house and outside professional development focused on improving student outcomes.</p>	<p>All teachers</p>	<p>October 2015- June 2016</p>	<p>Administration, lead teacher, coach</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>1, Academic Coach, cluster teacher, per-session funding, funds for professional development.</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	X	Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
X	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>Danielson observations, teacher reflection and exit slips, teacher practice and lesson plan cohesiveness will show collaboration and improve teacher practice.</p>

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

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

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

### **Part 1 – Needs Assessment**

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

According to the PPR MOLP the leadership ensures that the budget allocations, programming, partnerships and all organizational decisions are purposeful, effective and support student and adult learning.

School strengths:

- Professional development was based on teacher survey strengths and needs in pedagogy.
- Providing professional development opportunities including Leader in Me, Core Knowledge, Reading Reform and Lego Education.
- Ongoing conversations about curriculum, lesson planning and task selection.
- Danielson observations enabled a lens for focused conversations.

School Needs:

- Ensuring that there is a shared philosophy and belief across all classrooms that students learn best by doing, being actively engaged and having a voice in their learning.

### **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.

To increase professional growth of all teachers and staff by ensuring clarity, setting goals, modeling and providing timely and effective instructional feedback as measured by student achievement outcomes and professional learning plan. By June 2016, 85% of students will demonstrate academic gains as measured by end of year assessments due to improvement of teacher practice.

**Part 3 – Action Plan**

<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: <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Professional development opportunities are aligned to vision and mission of the school. Teachers are able to choose professional development workshops to support their growth and make them an expert in a specific academic area.	All teachers	September 2015-June 2016	Administrators, all staff
Teachers will collaborate with one another and with those of other schools to share best practices in supporting different sub-groups of students.	All teachers	September 2015-June 2016	Administrators, all staff
Academic coach, consultant, principal and lead teachers will provide model lessons for teachers.	All teachers	September 2015-June 2016	Administrators, all staff
Teachers will engage in teacher led book study groups	All teachers	September 2015-June 2016	Administrators, all staff

**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.											
1. Teachers, professional books and resources, per-diem days and per-session.											
<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	X	Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
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Teachers will turn key professional development learning in monthly meetings. Observations will be monitored 3 times a year for professional growth.

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

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

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

**Part 1 – Needs Assessment**

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

Through the analysis of attendance sign-in sheets, during the 2014-2015 school year, at P.T.A. meetings, Title I meeting, Coffee and Tea informal meeting with Principal, parent workshops and parent as partners, open school night activities it is evident that parent participation and engagement must be improved. On average 7% of parents participate in these activities.

**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.

To increase parent participation at school meetings functions and workshops from 7% to 30% attendance as measured by attendance sign-in sheets.

**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 stronger family and community ties and to increase parent involvement in support of improved student outcomes.</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>Parent outreach by phone, consistent reminders and adjusting meeting time frames will be utilized to engage parents in attending school functions</p>	<p>All parents</p>	<p>September 2015-June 2016</p>	<p>All Staff</p>

Monthly Coffee and Tea with Principal meetings scheduled monthly. These meetings are informal and allow parents time to voice ideas, concerns or suggest future activities. These meetings are meant to gauge the pulse of the parents' view of the school.	All parents	September 2015-June 2016	All Staff
Monthly parent calendars and newsletters, correspondence, and school website provide insight to daily school activities. Parent as partners to be scheduled for the last Friday of each month in which parents are invited in to assist in classroom activities with their children.	All parents	September 2015-June 2016	All Staff
Parent survey used to gather information regarding parent interests for workshop topics and school activities. This survey will be used to plan future workshops for parents and families.	All parents	September 2015-June 2016	All Staff

**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.											
1. All staff, automatic phone reminder system, paper, common time for parent outreach for teachers											
2. Paper reminders, phone calls, resource information for parents, Principal.											
3. All staff, website upkeep by school personnel, paper.											
4. All teachers, per-session for after-school workshops, paper reminder											
<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	X	Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Workshop, classroom, trip and meeting attendance will be monitored monthly to reflect increases in participation. March parent attendance should reflect at least 25% participation in order to ascertain whether we will meet our goal by June, 2016.
<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 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>	Through benchmark assessments including MOSL and Fountas and Pinnell students will be identified in November, February and April. Students achieving level 1 on standards and benchmarks will be considered for AIS services.	Leveled Literacy focusing on fluency, vocabulary, oral language and comprehension.	Small group	During the school day, 2x a week
<b>Mathematics</b>	Through benchmark assessments including MOSL and Exemplars. Students will be identified in November, February and April. Students achieving level 1 on standards and benchmarks will be considered for AIS services.	Math games, Contexts for Learning Math.	Small group	During the school day 1-2x a week.
<b>Science</b>	Through unit exams and rubric based projects. Students will be identified in November, February and April.	STEAM Lab  Guided instruction.  Newbridge NGSS Science Based Reading.	Small group	During the school day 1-2x a week.
<b>Social Studies</b>	Through unit exams and rubric based projects. Students will be identified in	Repeat readings.  Guided Instruction.	Small group	During the school day 1-2x a week.

	November, February and April.			
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Through structured behavior monitoring and behavioral plans, students will be identified for at-risk services.	Small group centered on self-esteem, team building, advisement.	One- one Small group	During the school day 1- 2x a week.

## 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>X</b>	<b>Targeted Assistance (TA) Schools</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.
<ul style="list-style-type: none"> <li>• High-quality and ongoing professional development, aligned with the Common Core Learning Standards, is utilized to support our teaching staff. Teachers are surveyed with a self-assessment on strengths and areas of concern. Professional Development will then be aligned to support both areas of strengths and concerns through carefully selected professional development opportunities.</li> <li>• Professional Development will be provided before the opening of the school to ensure buy-in and that all teachers understood the schools mission and philosophy. Monthly professional development is scheduled cyclically to monitor the pulse of the schools mission and culture.</li> <li>• Professional Development for schools' curricula and special programs will be provided by professional sources and lead to teachers being certified in these programs such as Reading Reform, Lego Education, and Leader in Me and Core Knowledge. Monthly professional development is scheduled cyclically to monitor the pulse of the schools curricula and special programs and their impact on student achievement.</li> <li>• Mentors are assigned to support new and un-qualified teachers.</li> </ul>

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

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>Teachers, paraprofessionals and administration meet weekly for professional development opportunities. Professional development is aligned to school goals and observational feedback. Teachers also have scheduled common preparation periods at least two times a week in which they can common plan units of study as well as meet for inquiry team. Inter-visitations of classrooms are encouraged and best practices are shared among teachers and paraprofessionals. Outside coaches Leadership Academy, Leader in Me organization and District 31 also provide professional development opportunities for administration and staff.</p>

### Part 3: TA Schools Only

**3a. Use of Program Resources**

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

TA program resources will assist participating children to meet proficiency through the use of small groupings targeted instruction. Students will be identified and assessed for academic need. They will be provided small group instruction by a highly qualified teacher for a cycle of an eight week minimum before their needs are re evaluated and next steps are planned

**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).

Coordination of the TA program aligns with the schools vision of applied learning. TA program is offered through our STEAM program. All students receive STEAM instruction and STEAM lab 4- 5 times weekly. This program supports classroom science instruction and allows students the space to become familiar with skills that will enable them to be college and career ready.

**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		Funding Amount	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and
		Indicate the amount	

	Fund Source (i.e. Federal, State or Local)	contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	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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Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **P.S. 10, Fort Hill Collaborative Elementary School** in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed

members of the school community. **P.S. 10, Fort Hill Collaborative Elementary School** 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;
- 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, Progress 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

### **P.S. 10R School-Parent Compact**

**P.S. 10, Fort Hill Elementary School** in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, are 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 and Assessments.

## **I. School Responsibilities**

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;

- notifying parents of the procedures to arrange an appointment with their child’s teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child’s class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences, curriculum night and relevant workshops and parents as partners in the classroom;

Provide general support to parents by:

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

**II. Parent/Guardian Responsibilities:**

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;

- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

- give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn

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

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

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

## Part I: School ELL Profile

### A. School Information

District <b>31</b>	Borough <b>Staten Island</b>	School Number <b>010</b>
School Name <b>Fort Hill Collaborative Elementary</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>Jennifer Gonzalez-Funes</b>	Assistant Principal <b>type here</b>
Coach <b>Lorena Romero</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher	School Counselor <b>Jennifer Colon</b>
Teacher/Subject Area <b>Anita Rebutti - ESL</b>	Parent <b>Florencia Ortiz</b>
Teacher/Subject Area <b>Tiffany Igeneri - ESL</b>	Parent Coordinator
Related-Service Provider <b>type here</b>	Borough Field Support Center Staff Member
Superintendent	Other (Name and Title)

### C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	<b>1</b>	Number of certified bilingual teachers <b>not</b> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>3</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>1</b>
Number of certified ENL teachers <b>not</b> currently teaching in the ENL program	<b>2</b>	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]	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>84</b>	Total number of ELLs	<b>18</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 type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11

### 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	0												0
<b>Dual Language</b>	0	0												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>	18	<b>Newcomers</b> (ELLs receiving service 0-3 years)	17	<b>ELL Students with Disabilities</b>	3
<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									0
<b>DL</b>	0									0
<b>ENL</b>	18		3							0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 18

## 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	0												0
SELECT ONE	0	0												0
SELECT ONE	0	0												0
<b>TOTAL</b>	<b>0</b>													

**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																		
SELECT ONE	0	0	0	0															0	0
SELECT ONE	0	0	0	0															0	0
SELECT ONE	0	0	0	0															0	0
<b>TOTAL</b>	<b>0</b>																			

\* 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								
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
<b>TOTAL</b>	<b>0</b>									

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

Number of students (students fluent in both languages): <u>0</u>	Number of students who speak three or more languages: <u>0</u>
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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		16												0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														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)	5	3												0
<b>Emerging</b> (Low Intermediate)	2	1												0
<b>Transitioning</b> (High Intermediate)		4												0
<b>Expanding</b> (Advanced)	2	9												0
<b>Commanding</b> (Proficient)		1												0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**FORMER ELLS BASED ON REVISED EXITING CRITERIA**

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

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

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

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

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

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

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
Other than the NYSESLAT, New York State does not mandate that students below grade three participate in standardized testing. Instead, schools have the opportunity to choose their own assessment tool to gauge early literacy skills. At P.S. 10 we use the Reading Reform Orton Gillingham Approach and Fountas and Pinnell running records. These programs offer a number of assessments to support our teachers in this critical work. Our students are assessed in Concepts of Print (for emergent readers), Letter-Sound Identification, High-frequency Words, and for their independent reading levels in fiction and non-fiction text. After analyzing the data from the Concepts of Print and Letter Recognition we have come to realize that students identified as being ELLs are performing close to their native English counterparts.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
As a school in its first year of completion we have no solid pattern to observe. We did notice that all of our students that were administered the NYSESLAT 2015 have increased in the acquisition of English Language by at least one level.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
The data yielded from the AMAO tool will be used to focus on the academic achievement of specific subgroups of students and to design effective instructional programs and/or interventions. The factors that can be analyzed include years of ELL service, NYSESLAT proficiency and progress, SIFE status, home language, disability classification and attendance. Groups of students are identified in order to appropriately design instructional implications. The use of the tool pin-points at risk students. In doing so, mainstream teachers and ENL teachers are able to collaborate to design instructional strategies and modifications to ensure that all students' needs are being met.
- 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?

As a school in its second year of development, we serve Kindergarten and 1<sup>st</sup> grade students. The patterns that we have noticed with our ELLs is that approximately 90 percent are performing comparitively well in English as compared to the home language. Exams given throughout the year are benchmark ELA and math exams, Fountas and Pinnell reading levels and running records, MOSL performance level tasks. These exams are monitored to identify student strengths and weakness in academic areas as well in language proficiency.

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](#).]  
For each ELL student who scores below specified levels of performance on the NYSITELL and NYSESLAT, we determine the additional support services to provide the student, taking into consideration evidence such as, number of year instruction in the bilingual education or english as a second language program, english and home language literacy, content area and socio-emotional support needs of students with inconsisietnet of interrupted formal education (SIFE)  
Students in K-1 who score below grade level on benchamark assessments for ELA through Reading Reforma nd Fountas and Pinnell are provides with RTI services. Students will receive a pre test and then the student will be given six weeks of small group intervention. After the six weeks a post test will be given to evaluate progress.
6. How do you make sure that a student's new language development is considered in instructional decisions?  
A child's second language development is considered in intructional decisions by presenting materials using methodologies that are found most effective in educating ELLs. We will use books that have numerous illustrations that help clarify the text, story plots that are action based, high- frequency vocabulary and useful words, simple sentence structures and repetitive, predictable phrases. Teachers will base their instructional decisions according to the childs level of proficiency. Topics of some books focus on multicultural themes and preserve their native cultural backgrounds. We have spanish copies for most texts in the building. Teachers base their instructional decisions according to the child's level of language proficiency and reading level. language acquisition is developmental and is considered in the pplanning of ELA and content area lessons.
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).  
P.S 10 is a school in its second year of dvelopment, therefore AYP was not established in 2014-2015. 4At P.S. 10 ELLs are success is evaluated based on hard and soft data; including tasks and benchmark assessments. In order to provide our English Language Learners with a standards-based, quality education, the P.S. 10 community will align all programs with the Common Core State Standards in all content areas, implement effective monitoring and assessment for both programs (Dual, ESL), provide professional development opportunities for all our teachers in effective practices that meet the needs of our students who are at various proficiencies in English language learning, and keep communication lines open with all our families and inform them of the school's expectations and instructional practices.

## 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.  
At P.S. 10 English Language Learners (ELLs) are identified through a multi-step process beginning with the administration of the Home Language Identification Survey (HLIS) by a pedagogue at the time of student registration. These HLISs are administered in the student/family's home language when applicable or with the assistance of a translator. Which language to administer the HLIS form is also determined by informal oral interviews and/or family documents. In the event that pedagogues are not available at the time of registration, the Principal (Ms. Gonzalez) may be called upon to aid families in completing the survey, and or conduct interviews. Surveys are then formally assessed by the ESL team and students' are assigned an OTELE code identifying their home language. If the student's home language is anything other than English, said student is then administered the NYSITELL formal assessment. Students are administered the NYSITELL within 10 days of registration. The ENL pedagogues and Ms. Romero administer the NYSITELL.  
Spanish speaking students, who are administered the Spanish Lab are also tested within 10 days of registration by one of our spanish speaking pedagogues, Ms. Romero or Ms. Rebutti. all students that are adminstered the NYSITELL, will receive a notice to be taken

home to parents informing them whether or not they test out of LEP status. Making them entitled or non entitled. Parents are notified in their native language.

Parents/guardians of students entitled as per the NYSITELL are informed of their child's score, and are invited to an orientation within 10 days of registration. During these orientations all three program choices (Transitional Bilingual Education, Dual Language, and Freestanding ESL) available at our school and throughout the city are explained in the families' native language. Invitations are sent home with students in writing in their native language when applicable. Additionally, parents are reminded orally by ESL and classroom teachers about orientations at morning lineup and dismissal, flyers are posted in multiple languages at school entrances, and in some cases phone calls home are made.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

In order to identify the SIFE students within 30 days the language proficiency team will interview the parent and administer the oral interview questionnaire, At this point the student will be identified as a newly entering ELL and will be placed in the appropriate setting. Initial SIFE determination begins with looking at the HILS on the page where parent is to indicate prior schooling. P.S. 10 only serves K-1 this school year however, in the future if the child is grades 3-5 and has scored entering or emerging level of proficiency on the NYSITELL, they will be administered the SIFE oral interview questionnaire from the office of ELLs. The information collected from the HILS interview and lens is then entered into ATS using the BNDC screen.

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).

If a student has an IEP and Home Language other than English, the Language Proficiency Team is formed and reviews evidence of the student's English language development. The team recommends the student either take, or does not take the NYSITELL. A certified ENL teacher along with an IEP teacher and the student's parent or guardian will meet to review the evidence. Interpretation for the parent is provided. If it is determined the student should take the NYSITELL the test will be administered immediately to determine ELL status. ELL identification process continues as with all students. If it is determined that the student does not take the NYSITELL the parent is notified and the ELL identification process terminates. Principals determination is sent to the Superintendent or designee for review. Parent or guardian is notified within three days of the decision. The timeline to accept or reject LPT recommendations is 20 days.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

The ELL Testing Coordinator collaborates with the ENL Teacher, Secretary and Principal to analyze NYSITELL results to determine if the student is entitled or non entitled. A ROCL list is generated from ATS and used to check off the names of students who are eligible for services. The list is dated, as it is used to monitor who has received Entitlement and Non-Entitlement letters with the mandated time period (5 days). All letters are sent in the parent's preferred home language.

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).

A student who has undergone the ELL identification process and feels they have been misidentified as an ELL or non ELL may go through the ELL re-identification process. The re-identification process allows schools, parents and students who believe a student may have been misidentified as an ELL (within 45 days of enrollment) that the ELL Identification Process be administered a 2<sup>nd</sup> time. Parents receive written communication regarding the appeal process of the student's ELL status in English as well as a translated version.

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.

Parents/guardians of students entitled as per the NYSITELL are informed of their child's score, and are invited to an orientation within 10 days of registration. The orientations are offered in the morning and the afternoon, both meetings are offered in Spanish and English, conducted by ENL licensed teachers. During these orientations all three program choices (Transitional Bilingual Education, Dual Language, and Freestanding ENL) available at our school and throughout the city are explained in the families' native language. Invitations are sent home with students in writing in their native language when applicable. Additionally, parents are reminded orally by ENL and classroom teachers about orientations at morning lineup and dismissal, flyers are posted in multiple languages at school entrances, and in some cases phone calls home are made. During these orientation meetings, parents are able to view the Orientation Video for Parents of ELLs in their native language. Those parents/guardians attending orientations are encouraged to fill out Parent Survey and Selection forms at this time. Those parents/guardians not able to attend in school are given a packet including a Program Brochure, Parent Survey and Parent Selection Form. They are informed in writing to visit the website: <http://schools.nyc.gov/academics/ELL/familyresources/ellorientationvideo2010.htm>. There they may access the Orientation Video for Parents of ELLs in their native language. Additionally each month a parent meeting is offered for parents/guardians of newly admitted eligible ELLs.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.  
The program selection and survey forms for all students who are eligible for ESL services are kept on a handwritten tracking sheet. This sheet houses the student's name, student's name, student OSIS, date of admission, Home Language, NYSITELL, entrance score, Spanish LABR score, and Parent option choice. This sheet also monitors if the entitlement and non entitlement letters were returned to the school. Parent survey, choice, and selection forms are returned to the ENL pedagogues. The original form is placed in the student's cumulative folder and a copy is made and put into a data binder that is stored with the ENL department. Students that register after September are screened at the time registration, if eligible, the parent is given the pamphlet/video and a pedagogue explains the three choices in their native language. Then the Parent Program Selection form is completed at that time. While TBE is the default program for ELLs as per CR Part 154, the vast majority of our families chose freestanding ENL as their first choice.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
The program selection and survey forms for all students eligible for ENL services are kept on handwritten tracking sheet. This sheet houses the student's name, student's OSIS, date of admission, Home Language, NYSITELL, entrance score, Spanish LABR score, and parent option choice. This sheet also monitors if the entitlement and non entitlement letters have been returned as well as the date the form was returned to the school. If the forms are not returned in a timely manner, parents are called by a member of the ENL team.
9. Describe how your school ensures that placement parent notification letters are distributed.  
The testing coordinator and ENL teacher ensure that parent notification letters are distributed. Letters are distributed to classroom teachers who place the letter in the student take home folder. The distribution and collection of the forms are monitored on a tracking sheet in an ENL binder. If the letter is not returned a phone call is made home to the parent and a convenient meeting time is set up.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
ELL documentation is held within a file within the main office. The file holds all data pertaining to ENL students who receive services in our building. Home Language surveys are collected and a copy of the form is made. One form is in the student's cumulative record, a second is placed in the file by grade. A copy of the entitlement letter is also kept by grade.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
The NYSITELL results are used along with the RLER report. To ensure all sections of the NYSESLAT are administered the ENL pedagogues Erika Lorenzo, Anita Otero, Tiffany Ignieri and testing coordinator Lorena Romero administer the speaking section to all the ELLs across every grade. The listening, reading, and writing sections are administered school-wide by ENL pedagogues in self-contained classrooms on the same given date. The test is treated like any other standardized test with all proper testing security procedures and protocols in place.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
The testing coordinator and ENL teacher ensure that parent notification letters are distributed. Students' current English proficiency levels are determined by the previous year's NYSESLAT scores which can be accessed by ENL staff from the RLAT report. ENL licensed pedagogues review the previous year's NYSESLAT text and analyze the data to determine which students are still entitled.
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).  
As noted above the program selection over the last several years has been trending toward Freestanding ENL services. Currently we have 27 students enrolled in Freestanding ENL program. These program models are aligned with parent requests. To build better cohesion between these families' requests and program offerings, ENL students are currently serviced in the monolingual classroom by a TESOL certified teacher in a collaborative CTT model. Both teachers work together to deliver content and language objectives based on the ELL students' needs.

## Part V: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
  - a. Freestanding ENL program.  
As per Part CR 154, there are two types of ENL:
    1. Stand alone ENL service is delivered by certified ENL teacher.
    2. Integrated Instruction is delivered in a CTT model. Entering and Emerging students receive 180 minutes of integrated ESL a week. In contrast Transitioning students receive only 90 minutes of integrated and 90 minutes of stand alone instruction. Advanced placed students receive 180 minutes within ELA or any content area, Finally commanding students receive 90 minutes integrated instruction weekly for 2 years after testing out.
  - 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)?

Freestanding ENL- P.S. 10 employs three TESOL certified teachers. One of which is working under her TESOL license. We have a self contained ENL classroom. Students are grouped heterogeneously into the designated ENL class. Students not in the self contained class receive pull out or push in services as required based on the language acquisition level. In both models of instruction teachers present the same task using multiple entry points to scaffold their progress allowing students to approach it in their own way. In addition support materials that correspond to the classroom curriculum are utilized. This may include graphic organizers, educational websites, books and realia gathered by the teachers/ ENL methodologies such as whole language, cooperative learning and total physical response are employed throughout the program. Scaffolding techniques are used when learning core-curriculum material. ENL services are available for this school year in Kindergarten and 1<sup>st</sup> Grade. As the school adds on grade the services will be offered K - 5.
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.

Actively engaging students in differentiated tasks as well as fostering the depth of instructions to increase independence across all content areas is the focus of our work this year. Teachers use investigations and the workshop model in all content areas. This encompasses a mini lesson, independent small/group instructional and whole class share. Our small group instruction utilizes data to drive instructional goals for the students. It focuses on the individual needs of the students.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

The students who are eligible for ENL services and whose native language is Spanish are administered the Spanish LAB-R upon registration. As a K-1 school NYS standardized exams are not administered, however MOSI exams are offered in Native language and when applicable classroom summative exams are offered in native language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Listening, speaking, reading and writing is implemented as a daily practice. NYSESLAT results are analyzed in each modality area to segregation of the four modalities are checkpoints throughout the lesson allow the teacher to gauge progress. One to one conferencing allows the teacher to plan effectively for areas of deficiency. Baseline assessments and performance tasks serve as a cumulative assessment in all areas.
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 for different groups are as follows:

SIFE, Students receiving 4- 6 years of services and Newcomers will receive targeted instruction through guided reading, small group skill and strategy lessons and one on one conferencing with the classroom teacher. These teaching methods allow teachers to meet children at their level of proficiency and guide and coach them to greater levels of proficiency. Teachers will use Fountas and Pinnell as a diagnostic tool to track progress in reading and to match readers with just right books. Fountas and Pinnell tracks a student's reading progress. It measures their accuracy, reading rate, fluency and comprehension. SIFE and students receiving services 4-6 years will be closely monitored by the classroom teacher.

**Chart** 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 principal will consult with a qualified member in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may be adversely affected by the determination, the principal must provide additional support services to the student defined in CR Part 154-2.3(j) and may reverse the determination within this same 6 to 12 month period.

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

Some instructional strategies found to be most effective when educating ELL students with disabilities include but are not limited to using graphic organizers, visual representations, explicit modeling, role-playing, total physical response activities, think pair share, flexible grouping, and technology programs to enrich curriculum. Materials used with these strategies are grade and English proficiency level appropriate. They include independent leveled readers, personal word walls, student used check lists, highlighters and post-its.

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

In order to meet the needs of our ELLs identified as having disabilities, our staff is comprised of various support specialists, this includes a bilingual psychologist, bilingual physical therapist, bilingual speech providers and bilingual paraprofessionals.

### 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.)			
<b>Chart</b> 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.

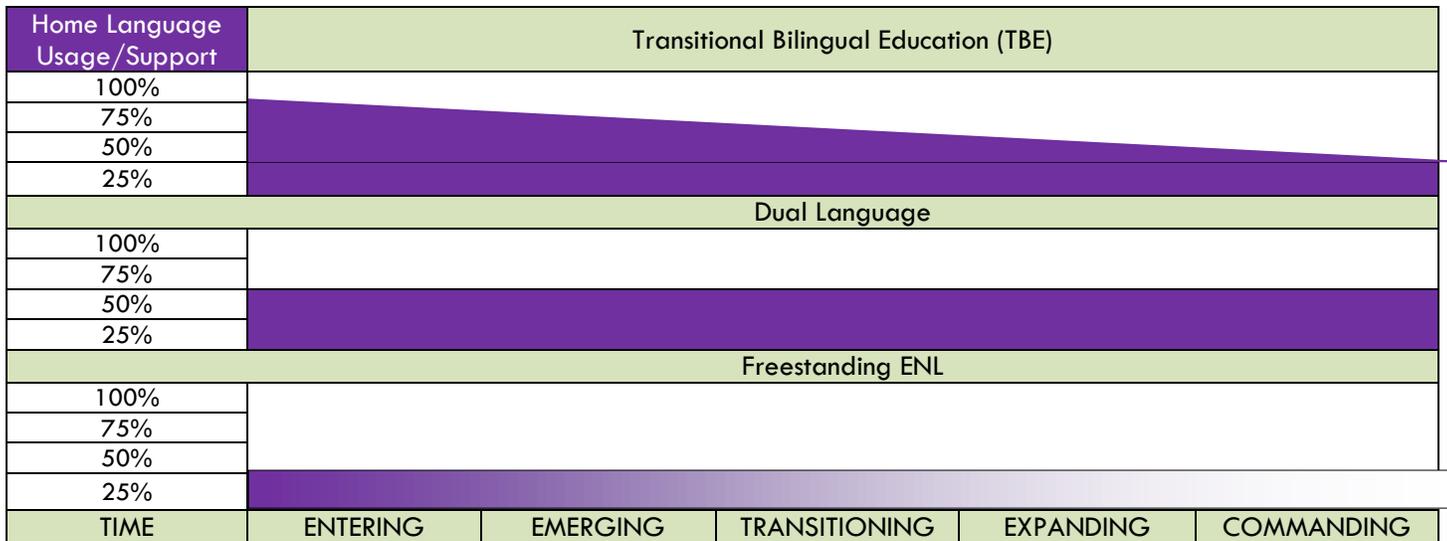


\*Note: “other approved services” does not apply to New York City at this time.

Chart 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.  
**Paste response to question here:**
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
**Paste response to question here:**
12. What new programs or improvements will be considered for the upcoming school year?  
**Paste response to question here:**
13. What programs/services for ELLs will be discontinued and why?  
**Paste response to question here:**
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
**Paste response to question here:**
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.  
**Paste response to question here:**
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
**Paste response to question here:**
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
**Paste response to question here:**
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).  
**Paste response to question here:**
19. What language electives are offered to ELLs?  
**Paste response to question here:**
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)?

**Paste response to question here:**

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
Professional development opportunities will be offered to our entire staff in implementing ENL teaching methodologies because English Language Learners are in every classroom and every teacher needs to have an understanding of ENL strategies such as scaffolding, modeling, TPR, the use of manipulatives, visuals, technology, authentic texts, and planning thematic units of study.

During the school year, ongoing professional development will be provided for ESL, bilingual, and monolingual teachers as well as school administrators. In addition to P.S. 10 personnel, regional and central ELL administrators will be invited to attend and participate in all professional development meetings. The professional development will include study groups, conferences, school inter-visitations and workshops based on second language acquisition theories and methodologies of high quality teaching practices for LEP students. We are continuing to conduct on-going professional development to meet the required minimum 7.5 hours of ELL training for all staff, other than those who hold ESL and bilingual licenses as per Jose P.

An itemized analysis of school professional development regarding ELLs proceeds as follows:

1. Experts on the staff conduct workshops for their peers in utilizing best practices for instructing English Language Learners.
  2. Common planning time for teachers where they plan together and share best practices with their colleagues.
  3. Opportunities for teachers to visit other schools who are implementing successful practices for English Language Learners.
  4. Opportunities for teachers to attend district, regional, and city workshops.
  5. Opportunities for teachers to observe, to plan, and to be coached by specialists in the areas of reading, writing, and math.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?  
Professional Development is offered throughout the school year based on surveys and classroom observation of pedagogy. The new Borough Facility Structure will also offer professional development training for teachers.
  3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
Paste response to question here:
  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.

Paste response to question here:

## C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?  
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.  
Paste response to question here:
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?  
Paste response to question here:
5. How do you evaluate the needs of the parents?  
Paste response to question here:
6. How do your parental involvement activities address the needs of the parents?  
Paste response to question here:

#### **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: 31R010**      **School Name: Public School 1**  
**Superintendent:**

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

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

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

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

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

---

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

Based on the data collected from the HLIS, ATS reports and in-take at registration, we are able to assess parent language preference. To the best of our ability and capability, we provide translators at the counter upon registration to ensure that parents are provided information accurately. We specifically request that parents select how they prefer both oral and written communication on their emergency contact cards and HILS survey form. The blue contact cards are compiled in the main office as well as with the classroom teachers. All staff are informed and regularly supported in appropriate communication with all parents in order to ensure that necessary and important information is shared.

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.

Arabic	2
Bengali	2
English	60
Spanish	26
Urdu	1
Wolof	1

## 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.)

Since our largest population has indicated Spanish as their language of preference, all communication distributed to families is sent home in both English and Spanish. If parents request in their home language, other than Spanish, we do the best of our ability to ensure that proper communication in their language provided. Written translation services for documents such as letters, notices, flyers, permission slips, consent forms, parent handbooks, hearings, suspension letters and any other information needed to be disseminated to an ELL parent or any other written communication will be provided in their native language whenever possible. Translations are completed by school staff members or we utilize the services provided by the NYCDOE Translation Department. To ensure timely provision documents needed for translation are translated a week before the document needs to be distributed. Therefore all documents, English and other languages, are all given out at the same time.

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.

Back to school night: September  
Parent Teacher Conferences: November, January (as needed for PID), March  
Spring Open School Night: May  
Parent Engagement: Every Tuesday  
Bi-monthly the Attendance Teacher will meet with the Attendance Team and follow with parents, as needed.  
This year we hired a part-time bilingual Guidance Counsellor to support families as needed.  
Bilingual school aide and paraprofessionals support translation both orally and in writing as needed.

## 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.

Since the majority of our second language families speak Spanish, all announcement, memos and any pertinent information sent home is sent home in both English and Spanish. When vital information is sent home, for example, promotion in doubt status, there is a translation sent home as per the parent's indication of language preference. We utilize the translation of particular city-wide documents to share vital information. In addition, we have staff who support translation of materials, as available by language. Our school aide or secretary may send documents the Translation and Interpretation Unit as needed.

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.

In general, translation is provided over the phone or in person when a translator is available. We have had parent volunteers assist with translating. A request to the Translation and Interpretation Unit is entered for particular circumstances, such as an IEP meeting, when required. In order to fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services, the school policy to notify parents of the services that the school offers. We meet this requirement by making sure all parents whose primary language is not English are aware that we offer translation and interpretation services. When it is established that the parents have another primary language then they are verbally notified of the services. Also, written notification in their primary language is sent home as well as a posted notice in many different languages on the Parent Engagement bulletin board.

#### **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.)

All staff is provided information around translation services and how we can support families in interpretation services. All staff have been provided with a copy of the T & I Brochure at opening faculty conference. In addition, Language Palm Card is utilized for all Open House events.

#### **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

Translation is provided as deemed necessary from ATS and other in-take documentation as well as when parents specifically request support. We will continue to translate all notifications based on parent preference both written and orally. The parent coordinator and ENL staff will consistently document and support parent translations as needed.

## **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)

Parent surveys will be utilized as well through SLT and PTA measures of communication in order to ensure all families are supported and provided the necessary language access across written and verbal means of communication.