



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001): **31R027**

School Name: **I.S. 027 ANNING S. PRALL**

Principal: **MATTHEW BARONE**

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: Anning S. Prall Intermediate School 27 School Number (DBN): 31R027
Grades Served: 6, 7, 8
School Address: 11 Clove Lake Place, Staten Island, NY 10310
Phone Number: 718-981-8800 Fax: _____
School Contact Person: Maureen Bridgman Email Address: _____
Principal: Matthew Barone
UFT Chapter Leader: Consuelo McGinn
Parents' Association President: Darlene Woodhouse
SLT Chairperson: Christopher Ortiz
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Gina Mohammed
Student Representative(s): N/A

District Information

District: 31 Superintendent: Anthony Lodico
Superintendent's Office Address: 715 Ocean Terrace, Staten Island, NY 10310
Superintendent's Email Address: Alodico@schools.nyc.gov
Phone Number: 718-420-5667 Fax: 718-420-5677

Borough Field Support Center (BFSC)

Staten Island (District
BFSC: 31 Director: Kevin Moran
Director's Office Address: 715 Ocean Terrace, Staten Island, NY 10310
Director's Email Address: Kmoran2@schools.nyc.gov
Phone Number: 212-374-4252 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 School Comprehensive Educational Plan (SCEP) 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)
Matthew Barone	*Principal or Designee	
Consuelo McGinn	*UFT Chapter Leader or Designee	
Darlene Woodhouse	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative (staff), if applicable	
Gina Mohammed	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/a	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Christopher Ortiz	Member/Teacher	
Michele Iacobelli	Member/Teacher	
Ann Marie Burrier	Member/Teacher	
Janet Casey	Member/Teacher	
Ruth Marlin	Member/Parent	
Scott O’Brien	Member/Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Melissa Krhanak	Member/Parent	
Camille Sandberg	Member/Parent	
	Member/	

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

The School Comprehensive Educational Plan (SCEP) 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 SCEP 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 SCEP 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 School Comprehensive Educational Plan (SCEP) 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 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.

The Six Elements of the Framework for Great Schools

Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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

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

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

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

Accountability Tools 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 informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement

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 SCEP 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:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** 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 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** 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: SCEP 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.

Anning S. Prall Intermediate School 27 houses three unique academies: Engineering, Enterprise and Journalism. Our mission is to provide a nurturing environment in a small school setting which will enable students to perform competitively as innovation leaders in today's advanced society. The focus of each academy is described below.

While the academy focus has improved the school, we are still one large educational community.

Site-wide programs include a diverse encore program: band, chorus, drama, musical theatre, technology, engineering, journalism, visual arts, current events, ballroom dancing, and Lego Robotics.

Site-wide academic enrichment programs include: Integrated Algebra and Science Regents Classes. The Middle School Scholars Program is a three-year rigorous academic program.

Site-wide extended day programs include: CHAMPS sports program and Sports and Arts in Schools Foundation.

Community service programs include: Salvation Army Food and Clothing Collection, Notre Dame Bread of Life, Breast Cancer Walk, Jump Rope for Heart, March of Dimes Walk and a variety of neighborhood clean-up programs [snow shoveling, leaf removal, etc.]

School Mission Statement: **If we cognitively engage all students in learning through rigorous questioning and discussion techniques, then students will be able to assess their strengths and weaknesses within the learning standards.**

31R027 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	1115	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	62	# SETSS	1	# Integrated Collaborative Teaching	44
Types and Number of Special Classes (2014-15)					
# Visual Arts	26	# Music	24	# Drama	10
# Foreign Language	28	# Dance	1	# CTE	N/A
School Composition (2013-14)					
% Title I Population	62.3%	% Attendance Rate			92.0%
% Free Lunch	63.2%	% Reduced Lunch			7.4%
% Limited English Proficient	6.5%	% Students with Disabilities			26.0%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.6%	% Black or African American			21.7%
% Hispanic or Latino	40.2%	% Asian or Native Hawaiian/Pacific Islander			10.7%
% White	25.4%	% Multi-Racial			1.3%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	8.67	# of Assistant Principals (2014-15)			3
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)			2
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)			7.98
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	24.8%	Mathematics Performance at levels 3 & 4			24.4%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			54.2%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			100.0%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			X
Focus District		Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	YES	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			NO
White	YES	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	NO	Multi-Racial			YES
Students with Disabilities	YES	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

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

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:		
<ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	E
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	D
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	E
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	D
Part 1b. Needs/Areas for Improvement:		
<ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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. 		
The school’s strength is a collaborative community based on the common core standards and Danielson’s Framework for Teaching. The school needs to increase the academic level of performance for all students by utilizing Advance to increase student engagement and deepen student understanding by developing rigorous questioning and discussion techniques that foster student to student questioning and discussion as well as student engagement in learning as evidenced by teacher to student and student to student interactions and by activities that are aligned with instructional outcomes designed to challenge student thinking resulting in most students actively participating in every observed lesson.		

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 1b, and be written as SMART– <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June of 2016, there will be a 25% increase in teachers rated Effective or Highly Effective in Advance Component 3B (Using Questioning and Discussion) representing evidence of a shared understanding of instructional excellence and rigor.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>1. IS 27 professional learning community meetings provide teachers with the opportunity to collaborate each Monday. This collaboration address the instructional expectations included in Advance,</p>	<p>All teachers, administrators</p>	<p>September 2015- June 2016</p>	<p>Teachers and Administrators</p>

through Advance component study. It also organizes teachers into inquiry teams based on the areas that they have identified in their own professional goals that were established in September 2014.			
2. Utilizing videos on Engage NY as well as additional resources made available through the Teaching Channel, teachers self-assess their own effectiveness and comfort level based on the Advance components.	All teachers, administrators	September 2015- June 2016	Teachers and Administrators
3. Principal and Assistant Principals will set up and follow a schedule for teacher observations and feedback as it relates to this research based rubric. Formal observation questioning techniques based on depth of knowledge, and Bloom's Taxonomy will be utilized to provide feedback to teachers. Assistant Principals will also review classroom physical space for environment conducive to active student engagement.	All teachers, administrators	September 2015- June 2016	Teachers and Administrators

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
1. Cabinet meetings											
2. Professional Development opportunities provided through Department of Education.											
3. Assistant Principal and Principal meetings											
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP	X	Title I TA		P/F Set-aside		21 st Century		C4E

	Title I 1003(a)	X	Title III	X	PTA Funded		SIG or SIF Grant		School Success Grant		Other
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Part 5 – Progress Monitoring

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

1. Before the winter recess, 75% of all observations will have been scheduled and conducted. A review of Advance components will be conducted at this time to measure progress of Components 3b, 3c and 3d.
2. Teachers will self-assess their growth throughout the fall term, and select Best Practices workshops on Election Day and Chancellor’s Conference Day to enhance their teaching practice.

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. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:

- For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	E
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	E
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

After review of Advance components 2a and 2d, we have found that most teachers effectively create an environment of respect and rapport, and manage their classrooms with regard to behavior well, taking into account the needs of each student and respect their students’ dignity. After reviewing the K-8 Quality Snapshot, it has been determined that 66% of students feel safe in the hallways, bathrooms, locker rooms and cafeteria and 75% of students feel that our school offers a variety of programs, classes and activities to keep them interested in school. Additionally, 91% of our parents are satisfied with the education their children have received. To further build upon an environment that is supportive to all learners, school leaders and teachers will work collaboratively to create rigorous lessons designed to enhance instruction and ensure that all students are being presented with rigorous and challenging instruction to move them to the next level. Progress will be reflected on our environment survey as well as advance teacher data.

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 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June of 2016, 75% of all teachers will be rated Effective or Highly Effective in Advance Component 1E–designing coherent instruction, reflecting rigorous instruction designed to both support and challenge students.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>1. Principal and Assistant Principals will set up and follow a schedule for teacher observations and feedback as it relates to this research based rubric. Formal observation questioning techniques based on depth of knowledge, and Bloom’s Taxonomy will be utilized to provide feedback to teachers. Assistant Principals will also review</p>	<p>All Teachers</p>	<p>September 2015- June 2016</p>	<p>September 2015- June 2016</p>

classroom physical space for environment conducive to active student engagement.			
2. Administrators will provide feedback to teachers identifying rigor in the classroom, and how to improve upon differentiating instruction to ensure that all students are presented with rigorous activities.	All Teachers	September 2015- June 2016	September 2015- June 2016

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ol style="list-style-type: none"> 1. Cabinet meetings 2. Professional Development opportunities provided through the Borough Field Support Center. 3. Assistant Principal and Principal meetings 4. Professional development plan. 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy	X	Title I SWP	X	Title I TA		P/F Set-aside		21st Century		C4E
X	Title I 1003(a)	X	Title III	X	PTA Funded		SIG or SIF Grant		School Success Grant		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.
<ol style="list-style-type: none"> 1. Before the winter recess, 75% of all observations will have been scheduled and conducted. A review of Advance components will be conducted at this time to measure progress of Components 3b, 3c and 3d. 2. Teachers will self-assess their growth throughout the fall term, and select Best Practices workshops on Election Day and Chancellor's Conference Day to enhance their teaching practice.
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. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:		
<ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	D
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	D
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	D
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	D
Part 1b. Needs/Areas for Improvement:		
<ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (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. 		
To maintain alignment with the 2015-2016 NYCDOE Citywide Instructional Expectations, all content areas: ELA, Math, Social Studies, Science and all ancillary subjects will align to the Common Core Learning Standards. All curricula will be revised to include Literacy Standards, as it currently reflects both NYS Learning Standards and an introduction to CCLS. Progress will be reflected in an increase of proficiency and progress in state exams.		

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 1b, and be written as SMART– <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June of 2016, all teachers will participate in collaborative professional learning to align the entire curriculum to the Common Core Learning Standards thus building teacher team capacity in inquiry team work by the sharing of best practices among department members weekly, and school wide at least once per month, to foster a culture of collaborative and professional learning to align the entire current curriculum to the Common Core Learning Standards.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>1. Teachers in the subjects areas noted above will participate in monthly CCLS meetings during the school wide professional learning communities meetings.</p>	<p>All Teachers</p>	<p>September 2015- June 2016</p>	<p>Teachers/Administrators</p>
<p>2. Department team members will examine student work from the current school year to identify and understand gaps in student knowledge and skills to inform the revision of their instructional units</p>	<p>All Teachers</p>	<p>September 2015- June 2016</p>	<p>Teachers/Administrators</p>

3. Teachers will incorporate the tenets of the Universal Design for Learning and include multiple entry points for students to ensure student engagement in the learning process	All Teachers	September 2015- June 2016	Teachers/Administrators
4. Teachers will generate essential questions to use in stimulating student critical thinking and will collaboratively assess the quality of student work and make necessary adjustments.	All Teachers	September 2015- June 2016	Teachers/Administrators

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
1. Strategically organized school-wide program that allows for common planning time for teachers											
2. Professional Development opportunities provided through Department of Education.											
3. Weekly Professional Learning Communities meetings, as well as several full day PD opportunities throughout the year for teachers to present and select Best Practices workshops to attend.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy	X	Title I SWP	X	Title I TA		P/F Set-aside		21st Century		C4E
X	Title I 1003(a)	X	Title III	X	PTA Funded		SIG or SIF Grant		School Success Grant		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.
1. Before the winter recess, 75% of all observations will have been scheduled and conducted. A review of Advance components will be conducted at this time to measure progress of Components 1E and 1E. To ensure teachers plans reflect the alignment of materials to Common Core Learning Standards.
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. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:		
<ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	E
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	E
Part 1b. Needs/Areas for Improvement:		
<ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>After reviewing the 2015-2016 NYC School Survey Report and student assessment data, leadership must continue to work with teacher teams to align curriculum on both vertical and horizontal plains- to ensure students are learning content and are prepared for the next grade level in accordance with Common Core Learning Standards.School leadership in collaboration with teacher team leaders will plan both vertically and horizontally throughout the year to select new curriculum aligned to the Common Core Learning Standards. Weekly meetings through our Professional Learning Communities will take place in conjunction with common planning time built into each school day to align curricular and develop rigorous instructional plans. Teachers ratings in 1a and 1e of the Danielson Rubric will reflect the impact of this work.</p>		

Part 2 – Annual Goal

<p>Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART– <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June of 2016, there will be a 25% increase in Effective and Highly Effective ratings for Advance Components 1A Demonstrating knowledge of content and pedagogy and 1E Designing Coherent Instruction which will reflect the impact of curriculum alignment through professional learning during weekly meetings.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>1. Teacher teams will complete item analysis from ELA and Algebra Common Core exams, from assessment grade data to identify gaps and align curriculum.</p>	<p>Teacher teams, administrators</p>	<p>Weekly Meetings</p>	<p>Teacher teams, administrators</p>
<p>2. Teacher teams will identify published curricula from Engage NY to print for use in the classroom, and will meet with vendors on purchasing newly identified, approved CCLS text to support instruction.</p>	<p>Teacher teams, administrators</p>	<p>Weekly Meetings</p>	<p>Teacher teams, administrators</p>

3. Teacher teams will develop supports needed for students with disabilities and English language learners to absorb new rigorous material.	Teacher teams, administrators	Monthly Meetings	Teacher teams, administrators
4. Teachers will educate parents about the shifts occurring in ELA and Math due to Common Core Learning Standards and will inform parents about the impact of said shifts during parent conferences four times yearly.	Teacher teams, administrators	Four times throughout the year.	Teacher teams, administrators

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
1. Strategically organized school-wide program that allows for common planning time for teachers of Regents level courses											
2. Professional Development opportunities provided through Department of Education.											
3. Weekly Professional Learning Communities meetings, as well as several full day PD opportunities throughout the years for teachers to present and select Best Practices workshops to attend.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy	X	Title I SWP	X	Title I TA		P/F Set-aside		21st Century		C4E
X	Title I 1003(a)	X	Title III	X	PTA Funded		SIG or SIF Grant		School Success Grant		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.
At the beginning of year, middle of year and end of year, teachers will analyze baseline assessments from Pearson Benchmark Exams, Go Math Assessments, and Measures of Students Learning Assessment.
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. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	HE
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. <p>After careful review of our attendance (94%) and student progress (only 25% of students met state standards in ELA and 24% for Math), a focus is needed on moving students to the next level. To achieve this goal, a greater emphasis on parent involvement and facilitated conversations across content area teachers on specific student progress and academic and personal behaviors is warranted. The school will target long term ENLs and SWD's with a lens on improving student progress in ELA and Math as well as providing behavioral support to students throughout the school day.</p>		

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June of 2016, all teachers will utilize the online grade books and update at minimum weekly, as well as spending time each week during Parent Engagement Tuesdays to conduct parent outreach through anecdotal logs via the online grade book (which is sent to parents) and/or phone calls and parent meetings.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>1. Teachers will dedicate their time on Tuesday during Professional Learning to update online grade book not only with grades, but pending assignments and anecdotal logs about student academic and personal behaviors.</p>	<p>At-risk students</p>	<p>September 2015- June 2016</p>	<p>Teachers</p>
<p>2. Teachers will make specific parent outreach of students who are absent more than three times, not completing assignments or</p>	<p>At-risk students</p>	<p>September 2015- June 2016</p>	<p>Teachers</p>

not doing well on class exams in an effort to improve pass rate.			

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Continued subscription to online support systems for students such as Engrade, Phone Messenger and other classroom reporting applications											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy	X	Title I SWP	X	Title I TA		P/F Set-aside		21st Century		C4E
X	Title I 1003(a)	X	Title III	X	PTA Funded		SIG or SIF Grant		School Success Grant		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.											
Teachers will keep an accurate weekly log of parent interactions and these logs will be reviewed by administration.											
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

Section 6: Academic Intervention Services (AIS)
(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	State Exams, MOSL, Formative assessments, benchmarks	Pearson Digital Path, NYReady, Afterchool Enrichment	Small group instruction	During School Day, Afterschool and Saturday Programs
Mathematics	State Exams, MOSL, Formative assessments, benchmarks	GoMath additional practice, NY Ready, Afterschool Enrichment	Small group instruction	During School Day, Afterschool and Saturday Programs
Science	Formative assessments, benchmarks	Urban Advantage, Afterschool Enrichment	Small group instruction	During School Day, Afterschool
Social Studies	Formative assessments, benchmarks	Afterschool Enrichment	Small group instruction	During School Day, Afterschool
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Parent/Student initiated referrals. OORS data	Interventions, Mediation, peer mediation	One to one and small group sessions	During School Day, Afterschool and Saturday Programs

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
We attract Highly Qualified Teachers by canvassing the Open Market New Teacher Finder, the CFN Human Resources Liaison, and local colleges. We hire only Highly Qualified Teachers for new vacancies. We retain HQT's by providing opportunities for content center collaboration. Mentors are assigned to newly appointed teachers. In the Spring of 2016 we will attend Recruitment Fairs hosted by the NYC DOE to begin canvassing for forecast vacancies.

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
Professional Development is provided at Faculty Conferences, PD Days, ½ PD Days, on site and off site workshops, webinars, online resources, and Borough Field Support capacity building sessions. Teachers will participate in activities such as monthly book studies (activators) that will be geared toward both teacher strengths and weaknesses as indicated by the Advance evaluation system. Teacher teams are organized vertically (by grade) and horizontally (by subject). Capacity building sessions which will include lead teachers turn-keying sessions they attended through Borough Field Support.

Part 3: TA Schools Only

3a. Use of Program Resources

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

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).
N/A

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/information, early intervention services, etc.).

N/A

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.

Teacher level MOSL and Professional Learning teams will meet with administration to collaborate on decisions regarding assessments and Professional Learning.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	537,857.00	x	Purchase of Materials, STH supports. Afterschool and Saturday Programs
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	0	x	
Title III, Part A	Federal	11,200.00	x	Saturday Program for both parents and students.
Title III, Immigrant	Federal	0	x	
Tax Levy (FSF)	Local	6,208,655.00	x	Teacher Salaries and per-session activities such as professional

				development and student AIS programs.
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¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a):** To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** To 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.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **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, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: 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 SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

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

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. I.S. 27, 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. I.S. 27 will support parents and families of Title I students by:

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

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

School-Parent Compact (SPC)

[School name] , in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for

improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities

Standards and Assessments by:

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>Anning S. Prall</u>	DBN: <u>31R027</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>40</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>1</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _____ The rationale for this program: based on the 2013 administration of the NYS ELA students in the 6,7, and 8th grade performed in levels 1 and 2. Based on the 2013 administration of the NYSESLAT our school did not make AMAO 1. Afterschool Program: 40 Middle year and long term ELLs and SWD ELLS (23 out of the 40 students are SWD's) in grades 6,7,and 8th grade will be targeted for this program All of these students are serviced by the ESL teacher. On Mondays and Tuesdays, from 3:30-5:30 January through June, 45 two hour sessions. Staffing will consist of 1 certified ESL service provider and 1 certified SWD teacher currently teaching ELA . Students will be divided into two groups based on proficiency level and ELA score (20 Students per group). Each group will receive one hour of intruction from the ELA/SWD teacher and one hour from the ESL teacher. Our instructional goal will target academic gaps in students' reading and writing skills by providing interventions in reading and academic writing to develop proficiency and improve one proficience level for the 2015 NYSESLAT exam and improvement of one grade level on the NYS ELA exam. Materials used to support ESL instruction will include a variety of fiction and nonfiction books, technology and software. Focused Reading Intervention program will be purchased to help provide reading interventions.

Part C: Professional Development

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

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

Begin description here: _____ Based on Quality Review, observations conducted by administrtation and staff's request the following topics have been and will continue to be addressed during the 80 minutes of professional development time.

* Facilitator Debbie Tasioudis- focuses on good practices regarding collaborative inquiry. Staff will learn and continue to learn how to analyze student work produced by strong instructional tasks, examining CCLS to identify points of alignment and surface gaps. Staff will discuss implications for planning.

*Facilitator MJ Edwards- focuses on effective classroom management/discipline in order to reach and engage all learners.

*Facilator Donna Mehle- focus on skills that support student engagement, well paced lessons, generating connections to prior knowledge and deeper understanding through formative assessments. While contuing to emphasize that Activators offers for ELLs practice using langugae for authentic communication, peer interaction to promote reading comprehesion, frequent formative assessment, opportunities to develop proficiency with academic English.

* Facilatator Randy Soderman- focuses on strategies and professional resources that support ELL in their language acquisiton. Soderman also addressend continue to address topics such as: academic vocabulary, strategies to engage and deepen ELLs content understanding, changes to ESL CCLS, and ammendments to CR 154. In addition to the training she provided on 11/4/14, she has been invited to come back to continue to develop our staff for two days a month until June. Randy Soderman will continue to visit to observe ELL teachers periodically and provide feedback to further develop

Part C: Professional Development

instruction.

*Compliant Vs. Engaged facilitated by Jessica Jenkins focused on creating and inspiring students through engaging instruction. Addressing recognizing students that are engaged in learning through Danielson's framework with strong instructional CCLS aligned tasks was attended, and will continue to be attended by ESL certified teacher along with content area staff that will turnkey information to staff.

*ELL certified teacher will attend network monthly ELL meetings and turnkey information to staff on the following dates: 9/24, 11/5, 12/18, 1/22, 3/19,

5/TBD

*ELL certified teacher will attend New York State Associate for Bilingual Education Conference on March 6-8, 2015 and turnkey information to staff. *ELL certified teacher will continue to attend professional development offered by OELL focusing on aligning standards to CCLS, early literacy skills, academic writing, and testing information dates TBD.

*Professional Development will continue to be based on needs found within collaborative inquiry groups on successful strategies that were implemented within the classroom focusing on helping students gain on level of proficiency on the ELA and NYSESLAT.

Part D: Parental Engagement Activities

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

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

Begin description here: _____ The rationale is to include ELL parents in the academic success that will impact higher achievement for ELL's. The topics covered are scheduled according to need and interest.

*Parents will be invited to attend a workshop prior to Title III program commences to present the benefits of their child attending the program and explain instructional goal. Parents will also be introduced to the Focused Intervention Program which will be the primary instructional materials for the program. Parents will be provided with language acquisition services available for adults.

Parents will be invited in March to attend a meeting midway through the Title III program to celebrate students work and gains.

Parents will then be invited to attend a meeting after the Title III program has completed to celebrate students work, gain and observe the child receive a certificate of completion award.

*Parents will be invited to attend a workshop focusing on the format of Spring 2015 NYSESLAT exam and test taking strategies to help their child gain one proficiency level.

Parents will be invited to attend to the New York State Association for Bilingual Conference on March 6-8, 2015.

PTA Meetings with interpreter: 9/16, 10/14, 11/25, 12/9, 1/13, 2/10, 3/10, 4/14,

5/19

The parents will be notified through oral and written translated communications and the School Messenger

October 9- High School Information Night- Parents of all students were invited to learn about local high schools in the area and how to correctly complete their child's application.

October 29- Open Safety Meeting- Parents of all students were invited to learn about the school's safety plan currently in place.

November 20-Title One Information- Held by parent coordinator- discussing Title I, explanation of services/resources and how parents can be involved in the process.

December 6- Chancellors Parent Workshop- focusing on information about Bilingual Education and IEP process.

Feb TBD- Parent Coordinator with one content to hold meetings focusing on Math and then another on ELA- explaining to parents the standards and what their children will learn this year.

Part D: Parental Engagement Activities

March/April TBD- Urban Advantage Family Trip- hosted by parent coordinator along with a staff member from Urban Advantage- gives families the opportunities to visit museum, research process and project development

April TBD-Foreign Language Fair/ Pot Luck Dinner-Hosted by parent coordinator opportunity for parents to view student's work and prepare cultural cuisine to learn from one another.

Part E: Budget

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

Allocation Amount: \$11200

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

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

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

District 31	Borough Staten Island	School Number 027
School Name Anning S Prall		

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 Matthew Barone	Assistant Principal Andrea O'Donnell
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Kara Schultz	School Counselor Laura Hayes
Teacher/Subject Area Daisy Olivencia/ ENL Teacher	Parent type here
Teacher/Subject Area Maureen Bridgman/ SWD teacher	Parent Coordinator Catherine Mayo
Related-Service Provider Tina Bolger	Borough Field Support Center Staff Member type here
Superintendent Anthony Lodico	Other (Name and Title) type here

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	1050	Total number of ELLs	53	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	52	Newcomers (ELLs receiving service 0-3 years)	18	ELL Students with Disabilities	20
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	20	Long-Term (ELLs receiving service 7 or more years)	14

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

	ELLs by Subgroups									Total	
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)				
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
TBE											0
DL											0
ENL	18	0	0	20	0	11	14	0	12		0
Total	0	0	0	0	0	0	0	0	0		0

Number of ELLs who have an alternate placement paraprofessional: 1

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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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							19	2	21					0
Chinese							0	0	0					0
Russian							0	0	0					0
Bengali							0	0	0					0
Urdu							0	2	0					0
Arabic							0	1	0					0
Haitian							0	1	1					0
French							0	0	0					0
Korean							0	0	0					0
Punjabi							0	0	0					0
Polish							0	0	0					0
Albanian							1	1	0					0
Other							0	1	2					0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)							2	1	3					0
Emerging (Low Intermediate)							3	0	2					0
Transitioning (High Intermediate)							1	0	2					0
Expanding (Advanced)							14	7	17					0
Commanding (Proficient)							5	3	9					0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5	14	2	0	0	0
6	4	1	0	0	0
7	19	3	0	0	0
8	11	6	2	0	0
NYSAA	0	0	0	0	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	9	2	3	0	2	0	0	0	0
6	5	1	0	0	1	0	0	0	0
7	17	3	4	0	0	0	0	0	0
8	12	4	3	1	2	0	0	0	0
NYSAA	0	0	0	0	0	0	0	0	0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	0	0	0	0	0	0	0	0	0
8	4	2	9	2	4	1	0	0	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:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school’s instructional plan? Provide any quantitative data available to support your response.

1. The current assessment tools that are utilized to assess the literacy skills of our ELLs are:

- EdPerformance- a web based performance series of assessments given periodically that provide staff with individual students reading Lexile levels and chart students gains. Website provides resources to address students’ individual needs and can generate assessments for areas that need to be targeted for the individual students.
- Person Benchmark Exams- A web based formative assessment that provides staff with specific skills that students will need to be success on the ELA exams.
- ELL Periodic Assessments-Students take several times throughout the school year to give teachers more information about what students have learned and need further help with to be successful on the NYSESLAT.
- MOSL exams- these will be given in the other content area classes to demonstrate students’ strengths and allow content teachers to target their instruction.

Teachers use these assessments, along with other school work and what they see in class—to learn where students need more help and plan targeted instruction and to continue to monitor monitor students’ gains and gaps in reading levels and content area skills. Teachers use data provided by assessments to guide instruction for students. After reviewing the data that both EdPerformance and the Pearson Benchmark assessments provided many of the “newcomer ELLs” are reading below grade level because they struggle with academic vocabulary acquisition. Most of the other ELLs read below grade level because they struggle with reading comprehension, requiring teachers to target reading comprehension skills in daily lessons along with addressing skills necessary for the ELA.

The results derived from state assessments, NYSITELL and NYSESLAT results, Pearson benchmarks exams, EdPerformance, ELL periodic assessments, and content area MOSLs along with teacher observations will help to drive instruction to better address our ELLs’ academic needs. These assessment tools are invaluable for outlining student’s goals in all content areas.

Our ENL classrooms will continue to utilize the Pearson program and supplement with the new Scholastic Code X curriculum. Both programs encourage higher level thinking with emphasis on domain specific and academic language development through

predictable and consistent routines which include daily oral language, reading and writing instruction. The ENL teacher will work closely with the ELA administrator and coordinator to develop rigorous lessons aligned to both curriculums.

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

At first glance, it can be seen that our ELLs acquire speaking and listening skills at a faster rate than reading and writing. Research supports the fact that ELLs acquire oral proficiency (listening and speaking) faster than academic (reading and writing) English proficiency.

NYSESLAT results demonstrate that the majority of our ELL population scored in the Expanding (37) and Commanding level (17). Majority of the students that scored in the Entering (6) and Emerging Level (5) were newcomers. These results reveal that most of the students continue to develop their reading comprehension and writing skills.

NYSITELL results reveal most ELL students are entering Anning S. Prall at Entering (1) or Expanding (4) level. The majority of these students are weakest in reading according to NYSITELL data.

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

3. The data from the 2014-2015 AMAO reveals that Anning S. Prall was making AMAO 2, enough students were attaining proficiency. It also revealed that we were not making AMAO 1, students making progress.

After analyzing the data for AMAO, many of the "at risk students" were students with disabilities. Our students show a need for improvement in the areas of reading and writing. To continue to assist the "at risk students" our program model has changed. Rather than solely pulling the students out for their ENL services, a certified ENL teacher will be pushing into their content area class. Additional academic intervention services will also be provided by supplementary Title III programs, including after-school and Saturday ESL academies.

ELL students deemed "at risk" will be referred to a Guidance Counselor, who addresses ELL social/emotional needs, as well as academic concerns.

4. For each program, answer the following:

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

4A. The patterns across performance levels and grades are as such :

The majority of our current sixth graders scored a level one on their ELA (14) and a few scored a level 2 (2). On the math state exam many of the sixth graders scored a level one (11), few a level 2 (3) and two students scored a level 3. Two of those students took the math state exam in their native language and scored a level one.

The majority of our current seventh graders scored a level one on their ELA (4) and one student scored a level 2. On the math state exam the majority of the students scored a level one (6) and one student scored a level (3). None of these students took the math state exam in their native language because they preferred to take the exam in English.

The majority of our current eighth graders scored a level one on the ELA (19) and three students scored a level two. On the math state exam majority of the students scored a level one (20) and four scored a level two. Three students took the math state exam in their native language and scored a level one.

ELL students are consistently in need of assistance with reading and writing modalities, and academic intervention services are listed above. ELL students, while eligible to take State examinations in their native language where available, many students tend to take the exams in English because they learned the material in English and do not want to create confusion. Native language test takers, however, do not fare any better as a group than ELL students who opt for the examination in English

B. Periodic assessments/ MOSLs allow teachers and administrators to develop lessons plans and materials that provide differentiated instruction for ELLs within each level of proficiency. Particular attention is paid to the modalities in question and how the student progress compared to other students at their proficiency and/or in their class. School administrators collaborate to bring ENL and content area teachers together to coordinate key themes and relevant vocabulary for ELL students. For example, the Assistant Principal of ELA/ENL will work with the Assistant Principal of Science or science teachers to have collaborative meetings with ESL teachers to discuss vocabulary that is seen in the science class that can be reinforced in the ENL class. This applies to all integrated classes as well.

C. ELL students at Anning S. Prall use native language support in the form of bilingual glossaries. As a school, we notice that placing students in groups of common native languages helps with English growth, and students are responsive to changes in coursework when they are part of a team. Students also use native language glossaries in the classroom, but generally opt to take periodic assessments/state examinations in English. The most common reason for this is because the students learn the materials for these exams in English and, thus, are more comfortable taking the exams in the language in which they have learned the material

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](#).]

Although Anning S. Prall does not serve students in grades K-5, our philosophy is heavily data-driven and we are ready for RtI initiatives if they were to advance into secondary education. We implement classes for smaller populations of ELLs with IEPs in an

effort to give them a "double dose" of instruction in a smaller, more intimate setting. We are also working toward even more intimate settings for the minority of students who need Tier 3 assistance with their English acquisition.

6. How do you make sure that a student's new language development is considered in instructional decisions?
Anning S. Prall makes sure that a child's second language development is considered in instructional decisions by informing all of the teachers of the ELL designated classes of the students' individual NYSESLAT level. ENL teachers and Content area teacher work collaboratively to plan differentiated lessons and focus on developing ELL students' academic language acquisition. ENL teachers push in to content area classes to continue to support students' needs and language development. Content area teacher are provided with bilingual dictionaries to support students second language development.
ENL teachers will also provide ELL periodic assessment data to content area teachers. ENL teacher will work closely to evaluate data gained from the content are MOSLs to continue to inform their 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?At this time, Anning S. prall does not have a dual language program. However, once we reach the number of students who choose to be enrolled in such a program, Anning S. Prall will serve dual language students with sensitivity toward their native language and an aggressive methodology to achieve English proficiency.
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
Anning S Prall did not meet the AYP for Math or ELA. The success of the programs for ELLs are based on a variety of data including the NYSESLAT, State math and ELA, Periodic Assessments, and a variety of informal assessments. We believe that having 15 students score commanding is a positive measurement of success as well.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.
 1. Upon arrival to Anning S. Prall, a trained pedagogue assists parents with completing the Home Language Identification Survey (HLIS) to determine if they are eligible to be tested for ESL services. This is part of the enrollment procedure when all students arrive at the school. The Pupil Accounts Secretary maintains all of the documents, except the HLIS, and hands them to the parents to complete.
The certified ESL pedagogue, with translation if necessary will meet with the parents for the first time to explain the HLIS and its significance, and assist them in completing the document. The assigned pedagogues explaining and assessing the HLIS is Kara Schultz/ENL Teacher and Daisy Olivencia/ENL teacher. Pedagogue will ask the family if they prefer to see the HLIS in their home language, and will accommodate the family with the survey that is available on the Department of Education's website.
Further, the trained pedagogue will look to the school faculty and staff to assist the family with the informal interview, if needed. If needed, interviews will access the Translation and Interpretation Unit.
When a parent indicates on the HLIS that the student speaks a language other than English, or that they communicate with their families in a language other than English, the student will meet once again with the trained pedagogue for an informal interview to determine final NYSITELL eligibility.
The students are encouraged to participate in this interview; the interview is conducted entirely in English. Interpretation will be coordinated within the school for this interview, if the family is unable to participate during the interview. Interpreters are first sought throughout the school, assuming the family has not already brought a volunteer to translate for them. This is acceptable if the translator meets Department of Education mandates; students and minors under the age of 18 cannot be used for interpretation services. Since this meeting will eventually involve academic progress during a conversation.
Anning S Prall will adhere to Chancellor's Regulation A-663 even during the initial assessment and inform the family of the regulation. This informal interview is the final assessment to determine if a student is eligible for the NYSITELL; if a student is determined to be eligible for the NYSITELL, they will proceed to take the assessment. The NYSITELL is administered by the ENL teachers within the first ten days of the students' enrollment.
Within five school days of the ELL determination, the ENL teachers will inform parents of the NYSITELL results through the entitlement letter and a phone call arranging with parents a time and date for the parent orientation.
At this point, the family orientation is done with the trained pedagogue and interpreter if necessary. Parents watch the Parent

Orientation Video in their home language if available, during which the trained pedagogue explains the three Bilingual programs offered in the City of New York (Transitional Bilingual Education, Dual Language, and Freestanding ESL). Parent Orientations are done in English and the trained pedagogue will employ the services of an interpreter for this portion of the orientation as needed. Among the paperwork that must be completed, parents are given the Parent Program Selection Form so that they can indicate which of the three programs offered their preference for their child is. Once the parents complete this survey, the trained pedagogue goes over the survey with them. In the event that the parent selects a program that is not Freestanding ESL (the program currently offered at Anning S. Prall), the pedagogue explains that Anning S. Prall will open a bilingual program for their language once there are 20 students who speak said language in one grade (for example, 20 Spanish-speaking students in the 8th grade) who also elect to be in one of the programs (Dual Language or Transitional Bilingual Education (TBE)).

Parent Surveys are done immediately to prevent issues with return of the Parent Survey and Program Selection Form. If the forms cannot be completed during enrollment, parents will be called to come in to complete them. Parent Survey and Program Selection Forms are kept in the student's file. A record of the parents' choice is filed in the Binder of Critical Documents and in the students cum folder. Anning S. Prall understands that Transitional Bilingual Education (TBE) is the default choice for the Program Selection Form if a parent cannot come in to complete the survey within 5 school calendar days. We honor parent choice and do our best to accommodate parents and students with their desired choice. In cases where a Program Selection Form cannot be completed, parents are still made aware of the rules regarding opening a new program within our school and will be kept abreast of any changes that are made. It has been found that Freestanding ESL is the most popular choice among parents who enroll in Anning S Prall. However if a parent selects a program that is not currently available at Anning S Prall parents are notified of their option to transfer their student to a school that does have the requested program. While the student is awaiting placement the student is placed in the ENL program and served a necessary until transfer is complete.

The completion of the Program Selection Form is important so that Anning S. Prall keeps complete records of its ELL students. Anning S. Prall understands that the LAP (Language Allocation Policy) is a living document and must be up to date and consistently monitored for accuracy in order for the school to successfully accommodate its students and remain in compliance.

Any assistance that parents may require is addressed at Anning S. Prall and all measures are taken to ensure that parents are given correspondence in their native language. Pedagogues in the school participate in parent meetings, when needed, and the ATS system that is used for student and parent information allows Anning S. Prall to send letters and documents to parents in their native language. All official documentation can also be sent to the Department of Education Translation and Interpretation Unit, should all options within the school be exhausted.

Anning S. Prall is a multi-lingual staff the following is a list of staff member and their languages.

Y. Meta-Jubica –Albanian

M. Nunez- Spanish

D. Olivencia-Spanish

J. Buchreiser- Spanish

D. Fernandez- Spanish

D. Lazoja- Albanian

T- Klobicista- Arabic and Albanian

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

2. Anning S Prall uses the following process and assessments to identify SIFE students within the first 30 days of enrollment: After ENL teachers evaluate information attained from the initial interview with the newly enrolled student, reviewing student's prior schooling information, NYSITELL scores and/or Spanish Lab scores at the beginning/entering or low intermediate/emerging level of proficiency, ENL teacher will begin the SIFE Identification Process. Within the first 30 days of enrollment, the ENL teacher will administer the SIFE oral interview questionnaire, and for those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish the Literacy Evaluation for Newcomer SIFE (LENS) will be administered. If student results prove that the student is a SIFE student then it will be indicated in the DOE's data collection systems (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).

Anning S Prall process for identifying newly enrolled students with IEPs: Once the students is identified to have a home language other than English and enters the school with an IEP the NYSITELL eligibility is determined by the Language Proficiency (LPT) members for newly enrolled students or reentry after 2 years.

The following personnel are on the LPT team:

- Matthew Barone- Principal
- Andrea O'Donnell- ELA/ENL Assistant Principal
- Dennis Belantoni- Special Education Assistant Principal
- Kara Schultz- ENL teacher
- Daisy Olivencia- ENL teacher
- Erin Esposito- IEP teacher

- Student's parent or guardian

A qualified interpreter will be present to assist the student's parent or guardian. The LPT will consider evidence of the student's English language development using information from the HLIS, information provided by the CSE, and/or the history of language use in the school and home or community. Based on the evidence found the LPT will determine whether the student may have second language acquisition needs or whether the student's disability is the determinant factor affecting whether the student can demonstrate English proficiency.

If the LPT determined the student does indeed have acquisition needs the student will take the NYSITELL. If the LPT determines that the student does not have language acquisition needs and should not take the NYSITELL, the recommendation is evaluated by the principal. If the LPT determines that the student may have language acquisition needs the student will take the NYSITELL and all other steps necessary will be taken as a result of the NYSITELL.

If the principal rejects the recommendation of the LPT to not administer the NYSITELL, it is then immediately administered to the student. If the principal accepts the recommendation not to administer the NYSITELL, the recommendation is sent to the superintendent or his designee for a final decision. The superintendent or his designee has ten days to accept or reject LPT recommendation. If the superintendent states the student must take the NYSITELL the school has five additional days to administer the NYSITELL and to notify the parent or guardian of the decision in their preferred language. The LPT team will complete the form titled Language Proficiency Team NYSITELL determination form and will place completed form in student's cumulative folder.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
 4. Anning S. Prall ensures that entitlement and non-entitlement letters parent notification letters are distributed within five school days after the NYSITELL is scanned and scored is determined by the ENL teachers. Once the NYSITELL score is obtained the ENL teachers access a copy of the entitlement or non-entitlement letter depending on student's score on the NYCDOE's website, selecting the parent's preferred language and filling out information necessary. A copy is then given to the student to place in their backpack to give to their parent. A copy is placed into their cumulative folder and the ENL teachers maintain a copy as well.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

5. ENL teachers will inform parents that they have the right to appeal ELL status within 45 days of enrollment during the parent orientations. ENL teachers will explain that the re-identification process allows schools, parents, and students who believed they may have been misidentified as an ELL or a non-ELL to request within 45 days of enrollment only that the re-identification process be administered after receiving a written request from the following: a student's parent or guardian, a student's teacher or a student of 18 years or older.

Anning S Prall and parents will understand that the process must be completed within 10 school calendar days of receiving the written notice, if the CSE must be consulted then the process must be completed within 20 days.

The following steps will be completed after receiving the letter:

Phase 1

- ENL teachers will review all documents related to initial or reentry identification process.
- ENL teachers and content teachers will review student's work in English and the home language.
- ENL teachers may administer the NYSITELL if the original decision was that the student should not be administered the NYSITELL, but we understand the NYSITELL cannot be administered a second time.
- School will consult with parent or guardian in preferred language.
- School will conduct and review results of school based assessments of the student's abilities to listen, speak, read and write in English.
- ENL teachers will consult with CSE if the student has a disability or may be suspected of having a disability may impact the student's ability to listen, speak, read and write in English.
- Based on recommendation of ENL and content teachers along with the principal a determination on whether to change the ELL status or not will be made.
- If the ELL status is to change then the parent will receive signed notification of the principal's recommendation to change ELL status in parent's preferred language.
- Documents and recommendation are sent to superintendent or designee for review and final decision.
- Notification of the superintendent's decision will be received by the principal, student's parent or guardian in the preferred language within 10 days. If the decision is not to change then no further action is required. If the decision is to change the student's status then the necessary program changes will be made.

Phase 2

Between 6 and 12 months from superintendent's decision the principal must review the re-identification process decision to ensure that the student's academic progress has not been affected. Principal will meet with qualified staff member and parent or guardians of students.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
6. The following structures are in place at Anning S. Prall to ensure that parents understand all three program choices: After the NYSTIELL score indicates that students need ELL services parents of newly enrolled ELLs are provided a parent orientation. The parent orientation within 5 days of receiving NYSITELL score and is conducted with a trained pedagogue and parents. Parents are invited to attend orientation via phone invitation, if they cannot be reached by phone than a letter is given to the student to be brought home. If necessary a letter is mailed. Parents of newly enrolled ELLs watch the Parent Orientation Video in their native language, if available. The video explains the three Bilingual programs offered in the City of New York (Transitional Bilingual Education, Dual Language, and Freestanding ESL). Parent Orientations are done in English and the trained pedagogue will employ the services of an interpreter for this portion of the orientation as needed.
- Among the paperwork that must be completed, parents are given the Parent Program Selection Form, in their preferred language if available or translated for them by the interpreter so that they can indicate which of the three programs offered their preference for their child is. Once the parents complete this survey, the trained pedagogue goes over the survey with them. In the event that the parent selects a program that is not Freestanding ESL (the program currently offered at Anning S. Prall), the trained pedagogue explains that Anning S. Prall will open a bilingual program for their language once there are 20 students who speak said language in one grade (for example, 20 Spanish-speaking students in the 8th grade) who also elect to be in one of the programs (Dual Language or Transitional Bilingual Education (TBE). Parents at this time will also be informed about Common Core Learning Standards, assessments and school expectations for English Language Learners. Parents are encouraged to complete parent survey and selection form during parent orientation to ensure that it is completed. If parents are unable to complete form during orientation ENL teacher instruct that the form is to be returned the following day to them, and informed that if the form is not returned within 5 school calendar days then the student will be placed in the ENL program. If the parent does not return the form the following day then then ENL teacher will continue to call and request the form from the parent, other letters may be mailed home.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
7. Parent Surveys are done on-the-spot to prevent issues with return of the Parent Survey and Program Selection Form. If the forms cannot be completed during enrollment, parents will be called to come in to complete them. Parent Survey and Program Selection Forms are kept in the student's file. A record of the parents' choice is filed in the ELL Binder of Critical Documents. Anning S. Prall understands that if a parent does not return the section form within 5 days then Transitional Bilingual Education (TBE) is the default choice. Parent choice is entered into the designated ATS screen (ELPC) as forms are completed. Parents are encouraged to complete parent survey and selection form during parent orientation to ensure that it is completed. If parents are unable to complete form during orientation ENL teacher instruct that the form is to be returned the following day to them, and informed that if the form is not returned within 5 school calendar days then the student will be placed in the ENL program. If the parent does not return the form the following day then then ENL teacher will continue to call and request the form from the parent, other letters may be mailed home.
- We honor parent choice and do our best to accommodate parents and students with their desired choice. In cases where a Program Selection Form cannot be completed, parents are still made aware of the rules regarding opening a new program within our school and will be kept abreast of any changes that are made. It has been found that Freestanding ESL is the most popular choice among parents who enroll in Anning S. Prall. The completion of the Program Selection Form is important so that Anning S. Prall keeps complete records of its ELL students.
- If a parent selects the Freestanding ESL program, the students is placed in the program and programmed immediately. If the parent selects a program that is not currently available, the parent is informed about the following options, and the school will maintain record of the parent's response.
1. The parent can keep the student enrolled at Anning S Prall in the program available or;
 2. The parent can transfer the student to a school where the parent's selection is currently available. Anning S. Prall will then contact the DELL of Student support, who will coordinate the transfer with the Office of Student Enrollment. While the transfer is being processed the student will be enrolled in the ENL program.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
8. Anning S. Prall monitors Parent Surveys and Program selection forms that have not been completed and returned by making numerous attempts by phone and mail, and will be recorded. After 18 days and the forms are not completed then the parent choice is entered into the designated ATS screen (ELPC) as "parents did not return the survey." Data is recorded in ATS and the ELL Binder of Critical Documents. If the parent does not return the form the following day then then ENL teacher will continue to call and request the form from the parent, other letters may be mailed home. ENL teachers also maintain a record of parents who have not returned the form and place a letter in the students cumalitive folder.
9. Describe how your school ensures that placement parent notification letters are distributed.

9. Once a student is placed into a program the ENL teacher accesses the program placement letter in the preferred language. A copy is given to the student to give to their parent, a copy is placed into the student's cumulative folder and the ENL teachers maintain a copy on file.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
 10 All documents (i.e. HLIS, Entitlement Letters) are kept in the students' cumulative files and in separate, appropriate binders in the ENL classroom. ENL teachers are responsible for maintaining the records of the student' ELL documentation.
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.
 Every April and May, all entitled ELL students take the New York State English as a Second Language Achievement Test (NYSESLAT). This exam will determine the level of ENL classes the student will take for the next academic year. Students can test from Entering, Emerging, Expanding, Commanding and Proficient levels and their programs will reflect these results when they enter school in September. Parents are also made aware of these results, and will receive a letter stating that their child will continue to receive ENL services in accordance with CR Part 154. These letters are accompanied by the NYSESLAT Score Report indicating the students' performance in all four competencies of the NYSESLAT (reading, writing, listening, and speaking).
 Eligibility for the NYSESLAT is determined using ATS reports that indicate all entitled ELLs at Anning S. Prall. The Revised NYSESLAT Eligibility Roster (RLER) report on ATS assists us in seeing those students are eligible for the NYSITELL and the NYSESLAT. Further, past exam results can be seen using the LAB-R/NYSESLAT Exam History Report (RLAT) which help us to see any other students who may be listed as "entitled" and do not show up on the RLER report. Finally, our annual Bilingual Education Student Information Survey (BESIS) lists entitled ELLs at Anning S. Prall and provide us with yet another way of determining those students who should be tested with the NYSESLAT.
 The NYSESLAT is coordinated by Kara Schultz, Daisy Olivencia (ENL Teachers) and Maureen Bridgman (Testing Coordinator) and under the direction of Andrea O'Donnell (ELA/ENL Assistant Principal). All exams are kept secure and are provided to the teachers for administration. The speaking section is conducted in classrooms and students are individually brought to a separate, but viewable area outside the classroom while the other students are completing classwork. Testing is done by a trained pedagogue. This testing will be completed over the course of a few days and all completed exam sections will be stored securely for later packaging. The Listening, Reading, and Writing sections of the exam are all conducted in masse during class time. Mrs. Schultz and Ms. Olivencia use the 45-minute class period to administer the exam. Once the exams are completed, they are kept secure for later packaging. Students who are absent for individual sections of the exam are tested when they return to school. Special Education students are tested in a similar fashion and provided testing accommodations recommended on their IEPs. Once testing is completed ENL teachers, testing coordinator and designated assistant principal all collaborate to ensure that each student has completed all four sections of the exam. Tests are gathered from their secure location and sorted by the team. Once packaging is completed, test booklets are sent to Pearson for destruction. The answer documents are brought to the Regional Offices for collection.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
 12. Continued Entitlement letters and transitional support parent notification letters are sent home in the parent's preferred language. A copy is also given to the students with a slip to be signed to prove its receipt. Copies of these letters are retained in the students' permanent file and in the appropriate binder in the ESL classrooms. Anning S. Prall understands that these letters should be sent out at the beginning of the school year and no later than September 15th of the school year the student continues to be 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).
 13. At Anning S Prall, parents choose ENL as their program of choice more than 95% of the time (95.8%). Anning S. Prall does have a Freestanding ENL program, and is thus aligned with parental choice. Only two parents have chosen Dual Language as their first option. Parents who choose a program other than ENL are given the opportunity to transfer schools if they wish to have their choice, but all opt to remain at Anning S. Prall. Parents are briefed on the mandate to open the program of their choice if 15 or more parents of students in the same grade or two grade bands combined choose the same program.

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.
 1. Anning S Prall ensures ELL students receive mandated services in the following programs by:
 - a. Freestanding ENL program: Students according to heterogeneous proficiency levels this allows for service providers to ensure integrated and standalone minutes are provided for each ENL mandated student. On each grade level there is a designated general education, ICT class and SWD ELL class. The students are heterogeneously mixed by their NYSESLAT proficiency levels. The ENL teacher push in content area classes to provided integrated ENL services. Students that require standalone ENL services are pulled out and serviced by a certified ENL teacher.
 - b. TBE program. *If applicable.*

At this time, Anning S. Prall does not have a transitional-bilingual education program. However, once we reach the number of students who choose to be enrolled in such a program, Anning. S Prall will open one.
 - c. DL program. *If applicable.*

C. Dual Language: At this time, Anning S. Prall does not have a transitional-bilingual education program. However, once we reach the number of students who choose to be enrolled in such a program, Anning. S Prall will open one.

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)?

21. Anning S Prall ensures ELL students receive mandated number of instructional minutes in our Freestanding ENL program by designating ELL heterogenous proficiency leveled classes on each grade. Grouping the students in heterogeneous proficiency leveled classes allows for ENL service providers to ensure integrated and standalone minutes are provided for each ENL mandated student.

On each grade level there is a designated general education, ICT class and SWD ELL class. The students are heterogeneously mixed by their NYSESLAT proficiency levels. The ENL teacher push in content area classes to provided integrated ENL services. Students that require standalone ENL services are pulled out and serviced by a certified ENL teacher.

ENL teacher pushes into the designated ELL class's content area subjects for four periods, providing all of the proficiency levels: Entering, Emerging, Transitioning, Expanding, Commanding and even second year commanding students with four initegrated ENL minutes. Students that have scored Entering or Emeriging are programmed for four additional period of ENL, where they receive their stand alone minutes. This style of programming allows us to provide all of our ELL students with the mandated number of instructional minutes and provides our commanding and second year commanding students with 90 additional minutes.

Levels: Entering (EN), Emerging (EM), Transitioning (TR), Expanding (EX), Commanding (CM), Second year proficient (CM-2)

ICT 6-317: 1-EM, 1-TR, EX-4, CM-4 ENL pushes in 2 social studies and 2 math periods

Gen Ed 6-330: 1-EN, 2-EM, EX-6, CM-2,CM2-1 ENL pushes in 4 ELA periods

SWD 6-325 and 6-327 1-EX each ENL pushes in 4 ELA periods

ICT 7-257 2-EX, 1-CM ENL pushes in 3 ELA and 1 social studies period

Gen Ed 7-241 EN-1, EX-5, CM-2, CM2-3 ENL pushes in 3 ELA and 1 social studies period

ICT 8-215 EN-1, EX-4, CM-4, CM2-2 ENL pushes in 3 ELA and 1 social studies period

Gen Ed EN-1, EM-2, EX-8, CM-4, CM2-4 ENL pushes in 4 ELA periods

SWD 8-236 EN-1, TR-2, EX-5, CM-1, CM2-1 ENL pushes in 4 ELA periods

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

3.3. Anning S Prall only has a freestanding ENL program. Content area classes are instructed in English only using ESL methadologies while teacher their common core aligned curriculum. Content area teachers are trained in ESL methodology strategies and are supported by ENL certified teachers. Instruction of ELLS in the content area classes will be aided by the presence of an ENL teacher, who will be "pushing in" to further, scaffold and support instruction of ELLs in the content areas. Instruction is also aided with strategies like a "buddy system", where students with higher English proficiency levels are paired with students of lower proficiency levels to aid them with their learning. There is also native language support, such as bilingual dictionaries and glossaries, and bilingual librarries and reference books, to support ELL students. Much is done to pair students of similar native languages together, but when this is not possible, students are encouraged to stay after classes and attend tutoring.

All content area classes, like the English classes, are conducted strictly in English. Aids like Smart boards and reference tables, etc., are also delivered in English. Students are encouraged to seek native language help and teachers are provided with websites and other translation services to assist students who do not have native language "buddies" or who are in danger of falling behind.

Some of the curriculum utilized has translated versions such as Pearson and Go Math have a Spanish component. New strategies have also been put into place by the ENL teachers. These include, but are not limited to, incorporating content area material into ESL instruction and using content areas to facilitate the learning of English. The ENL teachers use grade-level material and scaffold it with content area material for additional support. This allows the students to be exposed to content area material in more than one class, with more than one teacher. The exposure and delivery of this material in different contexts is considered vital for content acquisition, and Anning S. Prall will be looking at student performance closely to determine the success of these strategies.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
 4. Anning S. Prall; instruction is 100% in English and majority of the assessments are conducted in English, students have the ability to use glossaries when taking the assessments. If the program has translated assessments then content area teachers provide them for students upon their request.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Students at Anning S. Prall perform much better with the Listening/Speaking portions of the NYSESLAT and educational support will be geared towards strengthening students' Reading/Writing skills. Although students improve grades over time and with exposure, it seems that Listening/Speaking skills are increasing at a faster rate. Mrs. Schultz and Ms. Olivia along with content area teachers will instruct students with all four skill sets in mind, and reinforce skill learning and strengthening on a daily basis. Assessments such as Edperformance and the ELL periodic assessment will allow ENL teachers data to target instruction on modalities most needed. The ELL periodic assessment will provide data on all four modalities. Edperformance is a diagnostic reading diagnostic assessment that will provide ENL and Content area teachers with specific reading skills that teachers will need to target. Content area classes also provide students with MOSL assessments that will provide them with reading and writing needs. Content area teachers along with ENL teacher can informally assess students speaking and listening skill in the content classrooms.
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

6. Anning S. Prall differentiates instruction for the following subgroups:

 - a. SIFE: Anning S Prall does not currently have any SIFE students. However, SIFE students are identified by the SIFE questionnaire and LENS. ENL teachers will use data from these assessments to make instructional decisions.
 - b. Newcomers: students are provided language buddies as soon as they enter in our school, if possible. Provided with bilingual glossaries, small group instruction, Pearson's newcomer curriculum, and Pearson's translated version of textbook when available. Go Math also has translated version available. Students receive integrated Content area ENL support along with stand alone ENL classes where the ENL teachers continue to reinforce content area support.
 - c. Developing: Students are provided bilingual glossaries, translated text if necessary, Saturday and afterschool supplemental services. Content area class support. Programmed for additional remedial periods of content area needs.
 - d. Long term ELLs: Students are provided with content area class support and Saturday and afterschool supplemental services. Programmed for additional remedial periods of content area needs.
7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.
 7. The following steps will be completed for students reidentified as ELL or non ELL:
 - Phase 1
 - ENL teachers will review all documents related to initial or reentry identification process, which will have been conducted by ENL teachers.
 - ENL teachers and content teachers will review students work in English and the home language.
 - ENL teachers may administer the NYSITELL if the original decision was that the student should not be administered the NYSITELL, but we understand the NYSITELL cannot be administered a second time.
 - School will consult with parent or guardian in preferred language.
 - School will conduct and review results of school based assessments of the students' abilities to listen, speak, read and write in English.
 - ENL teachers will consult with CSE if the student has a disability or may be suspected of having a disability may impact the student's ability to listen, speak, read and write in English.
 - Based on recommendation of ENL and content teachers along with the principal a determination on whether to change the ELL status or not will be made.
 - If the ELL status is to change then the parent will receive signed notification of the principal's recommendation to change ELL status in parents preferred language.

- Documents and recommendation are sent to superintendent or designee for review and final decision.
- Notification of the superintendent's decision will be received by the principal, student's parent or guardian in the preferred language within 10 days. If the decision is not to change then no further action is required. If the decision is to change the student's status then the necessary program changes will be made.

Phase 2

Between 6 and 12 month from superintendents decision the principal must review the re- identification process decision to ensure that the students' academic progress has not been affected. Principal, ENL teachers and student's content area teachers will review students classwork and assessments along with parent or guardians of students to ensure students academic progress has not been adversely affected by the reidentification.

8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
8. Teachers of ELL-SWDs use the same grade level content curriculum that they scaffold to their individual student's needs. The Pearson ELA common core aligned curriculum has an ELL adapted workbook, the teaching guide also provides teachers with suggestions on how to scaffold lessons for both ELLs and SWDs. They will also receive support from ENL teacher pushing into content area subjects for a minimum of 180 minutes to assist access to academic content and accelerate English language development. All instruction is conducted in English but ELL-SWDs are also provided with bilingual glossaries and translated versions when requested by individual student.
9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
9. For all ELL-SWD students the IEP is reviewed at the beginning of the year to determine LAP for each child. ELL teachers are also attending IEP conferences for each ELL-SWD. ESL strategies are infused into content instruction using comprehensive strategies including directed reading-thinking approach (preview, predict, read, review, summarize); brainstorming, organizing, drafting, reviewing, getting feedback, revising, editing, proofreading, and publishing); teacher read-alouds; focused strategies including graphic organizers, think alouds, think-pair-share and modeling. Language structures including mini lessons of grammar in connection with the content lesson, academic vocabulary including content-related vocabulary in each lesson, semantic webs, personal word banks and scaffolding on an ongoing basis. Instruction is differentiated, scaffolded for ELL subgroups using the following methods to help teachers support the learning of ELL students in the mathematics, social studies and science classes: usage of visuals and manipulates to illustrate and import ideas, usage of visual cueing, color coding and graphic organizers used as a way of focusing attention, sequencing steps, increasing ability to recall information, minimize the number of problems assigned and the amount of copying required, usage of tactile cues, capitalize on problems to promote understanding, sample problems and charts available, use of sequencing instruction in small steps with adequate provision for practice and review. Academic language development is planned in a variety of ways. The Common Core approach is employed in all language arts classes as well as other content area classes. Word work, which includes vocabulary, grammar, spelling, and usage is incorporated into double blocks to address the needs demonstrated by students through ongoing assessment of both oral and written work. The ELL teachers push into classes with ELL students, working with the general education teacher to address the particular needs of this population. They work with the target population to enhance their understanding of reading passages and to assist the development of written language conventions. Special attention is given to basic language skills for these students. Such as phonemic awareness, conventions for word endings such as plurals, tenses and comparisons, idioms, sentence structure parts of speech and dictionary skills. Students are given time during the regular class block to work on supplementary materials that focus on these skills. Afterschool and Saturday academies are designed to provide support to all of our ELL students. Scheduling is based on flexible grouping, ensuring that our ELL-SWDs spend time with their non-disabled peers. We also have 3 ICT classes where ELL-SWDs are flexibly grouped with non-disabled peers during all subject area instruction.

Chart

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

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(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.

Chart

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	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

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

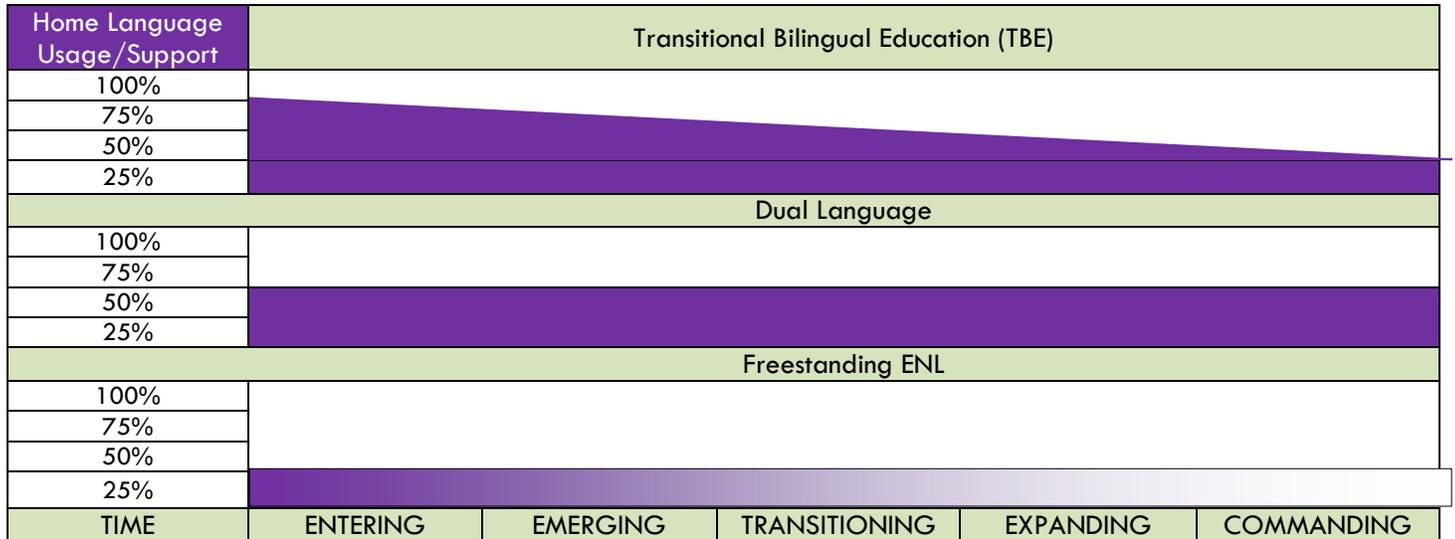


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
10. ESL strategies are infused into Common Core content instruction using comprehensive strategies including directed reading-thinking approach (preview, predict, read, review, summarize); writing (brainstorming, organizing, drafting, reviewing, getting feedback, revising, editing, proofreading, and publishing); teacher read-alouds; focused strategies including graphic organizers, think alouds, think-pair-share and modeling. Language structures including mini lessons of grammar in connection with the content lesson, academic vocabulary including content-related vocabulary in each lesson, semantic webs, personal word banks and scaffolding on an ongoing basis. Instruction is differentiated for ELL subgroups using the following methods to help teachers support the learning of ELL students in the mathematic, social studies and science classes: usage of visuals and manipulates to illustrate and import ideas, usage of visual cueing, color coding and graphic organizers used as a way of focusing attention, sequencing steps, increasing ability to recall information, minimize the number of problems assigned and the amount of copying required, usage of tactile cues, capitalize on problems to promote understanding, sample problems and charts available, use of sequencing instruction in small steps with adequate provision for practice and review. Academic language development is planned in a variety of ways. The Common Core model is employed in all language arts classes as well as other content area classes. Word work, which includes vocabulary, grammar, spelling, and usage, is incorporated into double blocks to address the needs demonstrated by students through ongoing assessment of both oral and written work. The ELL teachers push into classes with ELL students, working with the regular classroom teacher to address the particular needs of this population. Teachers collaborate during common planning in order to address the increasing need for best ESL methodology. They work with the target population to enhance their understanding of reading passages and to assist the development of written language conventions. Special attention is given to basic language skills for these students. such as phonemic awareness, conventions for word endings such as plurals, tenses and comparisons, idioms, sentence structure parts of speech and dictionary skills. Students are given time during the regular class block to work on supplementary materials that focus on these skills. In addition, all beginner and lower intermediate students are given dictionaries to work with at home as well as in school.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
11. Anning S. Prall ELLs have experienced their greatest performances on the Spring 2015 NYSESLAT. In 2015 twelve students scored proficient. Majority of the students remained the same proficiency level on an exam that format changed and was more rigorous then exams in the past.
- However students did not make such gains on the state Math and ELA exam. Although we do believe that there will be a more significant gain for the ELLs in the content areas and state exams because of Content area teachers will be supported by ENL teachers. Content area teachers will also be receiving more professional development on ELLs.
12. What new programs or improvements will be considered for the upcoming school year?
- Anning S. Prall is looking to expand supplemental services from afterschool to after school and Saturday classes that will focus on college and career readiness in line with the Common Core State Standards. The program has also improved by adding another ENL teacher to support teachers in content areas. Go Math a new math curriculum that has a translated version has also been purchased and will be implemented this year.
13. What programs/services for ELLs will be discontinued and why?
13. Currently, no programs for ELLs have been discontinued.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
14. Throughout the school year, ELL students are informed that they are open to participate in all school organizations offered at Anning S Prall. Letters of invitation are provided to ELLs in homerooms or mailed. Students will have more opportunities to enroll in supplemental services because it will be offered afterschool and on Saturdays.
- ELL students will be provided more encore classes because of the pushin model. ELL students will have more opportunities participating in more art, lego-robotics, journalism, foreign language, chorus, drama and band.
- Aside from supplemental services after school, ELLs are invited to participate in the Sports and Arts program available afterschool. Students are provided applications and instructed to return to their second period teachers.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
15. Content and ENL teachers use SMART boards consistently to aid with instruction. The SMART boards also allow for translations to occur due to internet access in the classroom. EdPerformance is another technological aid that is used in the computer labs at the school in order to monitor literacy levels and facilitate improvement. The ELA Pearson curriculum has an online component that can be incorporated in the class lessons and accessed at home. Pearson benchmark exams are also given online and provide teacher with quick data to help guide their daily lessons. Content area teachers also use various website and videos to support their lessons and provide ELLs with visual support necessary to gain academic language.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?

16. . Anning S. Prall only has a Freestanding ENL program so all instruction is conducted in English. Home language is supported by providing translated versions of textbooks, bilingual glossaries and picture dictionaries. The ENL classrooms have books available in student's native languages. The school library has a section of native language books of the current best sellers that students have access to visit during their lunch periods. Students also have access to computers that they can utilize to translate documents as they want.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
 17.All required services support, and resources correspond to ELLs' ages and grade levels. Guidance is provided by counselors. All libraries are leveled to students' age, grade, interest, reading levels. The ELA Pearson Curriculum and the Math Curriculum Go Math are Common Core aligned with standards and are age and grade appropriate. The teacher manual s for these curriculums provide teacher with suggestions to scaffold for ELLs.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
 18.Anning S Prall welcomes all newly enrolled ELL students at the beginning of the school year or during the school year . ESL teachers greet the students in the main office and students are provided with a language buddy. The ENL teachers will provide them with a tour of the school and introduces language buddy from their designated homeroom that will assist them. ELL teacher introduces them to Administrators, content classroom teachers as well as fellow classmates.
 Anning S. Prall holds its Student Assemblies to help familiarize students will rules and procedures that the language buddy will translate to the new student. There two open houses that are provided for ELLs.
 One evening Anning S. Prall has high school night, where 7-8th grade ELLs and their parents are provided with information about high school they may want to apply to. Incoming 6th grade ELLs can attend our middle school tour, where their parent and student can tour Anning S. Prall. They are provided with information about the different programs available and get to meet their ESL teachers.
19. What language electives are offered to ELLs?
 19. Spanish is the language elective offered to ELLs.
20. For schools with dual language programs:
- 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.
 - In which language(s) is each core content area taught?
 - How is each language separated for instruction?
 - Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?
20. Anning S Prall does not currently have a dual language program

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
 1. Every Monday during the time allotted by the NYCDOE our entire staff will be taking part in professional learning sessions. At the end of the study groups the team will compile a collection of ESL and SWD strategies that can be used in content area classes by monolingual teachers in order to scaffold instruction for ELL students within their classes. In addition, our two ESL certified teachers will be solicited to provide staff development to ELL teachers or to mainstream teachers with ELLs. ELL teachers regularly attend professional development workshops throughout the year. There are many opportunities for Professional Development provided by the Office of English Language Learners throughout the city as well as within our own district. Content Area and ENL teachers will attend these training and turnkey information to department/staff. They are constantly reviewing new materials for ELL students and the latest research available. In addition, there are monthly department meetings and the ELL teachers attend the ELA department meetings regularly. Finally, ELL teachers attend additional professional development workshops during and after school whenever possible. We also create time where the ELL and mainstream teachers collaborate with one another to look at strategies that can best benefit our students as they engage in Common Core learning standards.

Administration, Guidance counselors, all content area teachers, paraprofessionals and other staff member that serve ELLs will be invited to attend some the following professional learning sessions:

- September-Pupil Path training
 - October – Data Driven Instruction & Interpretation using State Exams/NYSESLAT scores
 - November – MOSLs/Periodic Assessments/Interim ELL Assessments
 - December - Using ESL Strategies in Content Area Instruction
 - January - Word Study/Content Area Vocabulary/ ESL Strategies/Common Core
 - February - Word Study/Content Area Vocabulary/ESL Strategies/ Common Core
 - March – LA and Math State tests prep driven instruction
 - April - NYSESLAT prep driven instruction
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
 2. These Professional Developments support teachers in delivering Common Core-aligned instruction by using Pearson and the Go Math program focusing on utilizing ELL and SWD supports provided in the teacher guides and targeting lesson using data from formal and informal assessments. These professional developments/learning sessions will also provide opportunities for current ELL strategies as they engage in the Common Core Learning Standards that are provided by the Office of English Language Learners.
 3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
 3. Guidance counselors with the assistance of the ELL teachers help the ELLs with their high school applications and any information they need to aid in their transition to high school. If necessary, a Spanish translated high school directory is available. If the parent has any questions about the process, they are invited to come in for a meeting. After the students have received their high school assignment, they meet with the guidance counselor and the programmer/guidance counselor from the high school they will be attending to select courses and insure that the student will continue to receive ELL services as needed.

Anning S Prall is a very diverse community. We promote cultural and religious awareness. Students are treated with respect and they are held to high expectations with cultural and religious understanding and respect for each other. We hold anti-bullying assemblies to help promote the high standards. If a guidance counselor is not available, ELLs can come to their ELL teacher for support and help with their problems.

In the beginning of the school year 6th grade orientation and welcome breakfast are provided to secure small transitioning from elementary school to middle school. Classroom visits are done by guidance counselors; especially in the beginning of the year and also when a new student is admitted into the school. ELLs specifically are observed to ensure that the student is comfortable and aware of the school environment. At risk counseling and mandated counseling is also provided by the two full time employed guidance counselors. 8th grade students particularly ELLs are assisted with high school applications. Assemblies on bullying and cyber bullying are also conducted regularly throughout the year for all students.

4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
 4. Anning S. Prall will meet the professional development requirements as per CR Part 154.2 during our Monday learning sessions. 15% of the learning sessions that will be addressed to the entire staff will receive ELL-specific professional development. ENL teachers

will receive 50% of their training in ELL-specific professional development. Attendance of these learning sessions will be recorded by sign in sheet and maintained. An up to date matrix of scheduled professional learning sessions will be maintained by administration.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?
 1. Anning S Prall will provide annual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, language development needs in all content areas in the parent preferred language through staff translation or the unit of Translation and Interpretation during the allotted parent contact time on Tuesdays.
2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.
 2. ENL and content area teachers will keep records for annual individual meetings with ELL parents as well as outreach to ensure parent are need whether It be in person meetings, phone calls and letters and translation used.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
 3. The school has an active PTA organization which reaches out to all parents including the parents of the ELLs. Parents are encouraged to attend PTA meetings, become involved in all school activities, and be involved in the education of their children. Teachers are in constant contact with parents, with or without translation, to make sure parents are aware of the issues facing their children and to assist them if their children are having any problems of any kind. Parents come to school regularly, including open school conference time, to meet with the teacher in person to discuss their child's education. Parent Teacher Conferences are held twice a year and parents are strongly encouraged to attend as this is when they can receive their child's report card. All activities are sent out in Spanish (and other languages, as necessary) and translators are available. Parents are asked to complete a survey to indicate areas of need. The Parent Survey is reviewed by the leadership and inquiry teams to determine areas of need that can be addressed by changes in the CEP or by scheduling workshops. The Parent Coordinator does outreach to parents who have students in need of SES services. Assistance is given to complete these applications. Our population consists of students representing cultural and language diversity including our top language groups (Spanish, Arabic, and Urdu). It is recognized that within and among these language groups there are cultural differences, which will be reflected in the school environment. Parents are aware of the school's high expectations about non discrimination against any culture or any religion. In consideration for student success, it is important that a school and home relationship be heightened. Parents must be made aware of the importance of explicit socialization of students to the cultural expectations of the classroom, for example, interaction with other students, classroom behaviors, group work, whole class discussions; et cetera. It is in this regard that we continuously strengthen our parent edification through various workshops using the native language through in-house consultants. In addition, conversations and communication about student performance will be ongoing throughout the school year. In doing so, we increase the parents' understanding of academic standards, assessments and tests. Also, translation services are utilized as a means of communicating information about the school's various academic programs and students' participation to ELL parents. These activities are in part but are not restricted to the use of in-person interpretation and for translation of appropriate school documents not available from the central board.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
 4. Sports and Arts is an agency that provides workshops to parents of ELLs. Some of the workshops that they will be providing will address some of the following topics but are not limited to: School violence prevention, internet safety, and cyber-bullying. In addition to this program the school has advertised ESL courses, with the Jewish Community Center, local churches and New York City Public Library for adults so that parents can better communicate with the school and use English in other situations. These programs are free of charge.
5. How do you evaluate the needs of the parents?
 5. The school closely studies the parent surveys to further evaluate the needs of parents. The teachers, the ELL teachers, guidance counselors, assistant principals and the parent coordinator meet with parents whenever necessary. Many of the parent express their need through open conversations. The parent coordinator will develop a survey that will be distributed during parent teacher conferences and open houses to also further evaluate the needs of the parents.
6. How do your parental involvement activities address the needs of the parents?
 6. Our parental involvement activities address the needs of the parents because they are developed based on the data from the parent surveys and completed surveys developed by the parent coordinator.

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:

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)
Matthew Barone	Principal		1/1/01
Andrea O'Donnell	Assistant Principal		1/1/01
Catherine Mayo	Parent Coordinator		1/1/01
Kara Schultz	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
Daisy Olivencia/ENL-Spanish	Teacher/Subject Area		1/1/01
Maureen Bridgman/SWD teacher	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Laura Hayes	School Counselor		1/1/01
Anthony Lodico	Superintendent		1/1/01
	Borough Field Support Center Staff Member		1/1/01
Tina Bolger	Other <u>Speech Teacher</u>		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: **31R** School Name: **027**
Superintendent: **Anthony Lodico**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) 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.

1. Part III of the Home Language Identification Survey, the home language ATS report (RAPL) and student emergency cards are used to assess the language preferences of the parent community for both written and oral communication. Parents requests are also noted and updated when necessary. The Language Access Coordinator will maintain a report listing the languages that parents speak by class and grade that can be updated as according.

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.

2. Based on the data collected from Part III of the Home Language Identification Survey, the Home Language Report from ATS (RAPL), student emergency contact cards and updated parent requested this school has 198 Spanish speakers, 11 Arabic and Chinese, 7 Albanian and Sinhalese, 6 Urdu, 4 Russian, 3 Bengali and Polish. Since we have a multi-cultural staff, the school accommodates the language translations accordingly. The school accesses translated documents from the Department of Education to communicate with parents of different languages, for example, Discipline Codes, Title III and Title I entitlement letters, among others are all provided to students in the parents' native tongue. We leave notifications on parents' voicemail using the school-wide system in both English and Spanish. Students are provided with written or oral translations for all state exams.

Part B: Creating a Communications Calendar

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

1. Documents that our school typically disseminates every year that requires translation and are distributed to the families are but not limited to school discipline codes, ENL program entitlement letter, continued entitlement etc., student blue emergency contact cards are distributed in the beginning of the year and upon parental request. Parent teacher conferences notifications, afterschool program invitations, Saturday school invitations, and New York State testing dates are distributed close to the dates of the events

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.

2. Anning S Prall hosts two formal parent-teacher conferences per academic year, in addition to a Fall Meet and Greet, a Spring Meet and Greet where parents are invited to follow their child's schedule, meet their teachers, and view the curriculum for each class. Parents are also invited to attend High School night to inform parents about the local high schools programs that are available and to guide parents in complete High School applications for their students in mid October. Parents are invited to attend a Middle School Open house, parents are invited to tour Anning S Prall and receive information about the current programs available and are guided on how to complete middle school applications. Translation services are provided as needed, either through the Translation and Interpretation Unit, or through Anning S. Prall faculty and staff, which speak a variety of languages.

Implemented as of Fall 2014, Anning S Prall has dedicated Tuesday afternoons from 2:30pm to 3:45pm to parent outreach. Parents are encouraged to attend meetings with their child's guidance counselor and teachers to discuss progress. When a parent is unable to attend such meetings in person, they may attend via conference call. This program has been met with positive feedback from both staff and parents. Translation and interpretation services are provided as needed either through our staff or services provided by the Translation and Interpretation Unit.

Part C: Providing Language Assistance Services

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

1. Written translations will be provided in Spanish, as well as the languages approved by the Department of Education. For the other low incidental languages Anning S Prall will utilize staff to translate written documents or use services provided by the Translation and Interpretation Unit.

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.

2. Oral translation will be provided by the in house multi-lingual staff to provide the parents preferred languages during small group conferences, parent-teacher conferences, PTA meetings, and Open Houses and if necessary services will be provided by the Translation and Interpretation Unit. Oral translation will also be provided to parents' voicemails in both English and Spanish.

Part D: Training Staff on Policies and Procedures

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

Information will be disseminated to staff during the mandated 15% ENL Professional Development

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

Anning S. Prall fulfills section VII of Chancellors Regulations A663 by:

1. Welcome poster is posted in the main lobby a sign in each of the covered languages or prominent languages indicating the availability of interpretation services.
2. Providing each parent whose primary language is a covered language and who requires assistance services with a copy of the Bill of Parent Rights and Responsibilities, which includes their rights regarding translation and interpretation services.
3. Parents will be provided with Parents' Guide to language access when translation and interpretation is necessary.

4. The Language ID Guide will be posted near the security desk and placed on the desk in the main office for parents to easily access.

Part F: Monitoring and Quality Control

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

Parent Surveys are distributed every March, and phone calls are made to homes to ensure the return of these surveys. Parent's responses are carefully considered.