

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

31R052

School Name:

P.S. 052 JOHN C. THOMPSON

Principal:

JANE MCCORD

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: P.S. 52 The John C. Thompson School School Number (DBN): 30R052
Grades Served: PreK-5
School Address: 450 Buel Avenue Staten Island, NY 10305
Phone Number: 718-351-5454 Fax: 718-667-8900
School Contact Person: Jane McCord Email Address: JMcCord@schools.nyc.gov
Principal: Jane McCord
UFT Chapter Leader: Jessica Jacobs
Parents' Association President: Amy Alio
SLT Chairperson: Jessica York-Perez
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

District: 31 Superintendent: Anthony Lodico
Superintendent's Office Address: 715 Ocean Terrace Staten Island, New York 10301
Superintendent's Email Address: ALodico@schools.nyc.gov
Phone Number: 718-420-5667 Fax: 718-420-5677

Borough Field Support Center (BFSC)

BFSC: Staten Island Director: Kevin Moran
Director's Office Address: 715 Ocean Terrace Staten Island, New York 10301
Director's Email Address: KMoran2@schools.nyc.gov
Phone Number: 917-755-7339 Fax: 718-556-8375

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Jane Mccord	*Principal or Designee	
Jessica Jacobs	*UFT Chapter Leader or Designee	
Amy Alio	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Teresa Carrescia	Member/ Parent	
Heather Maraio	Member/Parent	
Jessica York-Perez	Member/Parent	
Jennifer Patrone	Member/Parent	
Diane Consoli	Member/Staff	
Annette DeCarlo	Member/Staff	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Irene Nichols	Member/Staff	
Christina Fiorella	Member/ Staff	
	Member/	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

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

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

Our mission at P.S. 52 is to have the highest expectations and performance standards for all students. Our teachers and staff dedicate their time to improve children's cognitive, creative and social growth. With the help of our parents, we are able to strengthen communication between home and school to benefit the educational process. We pledge to do everything in our power to ensure that all children reach their potential. Children are our future and we encourage and support them in attaining our school goals.

P.S. 52, The John C. Thompson School, is an elementary school located on Staten Island with 503 students from pre-kindergarten through fifth grade. The school population is comprised of 2% Black, 18% Hispanic, 72% White and 8% Asian students. The student body includes 12% English Language Learners, and 11% Students with Disabilities. Boys account for 52% of the students enrolled and girls account for 48%. The average student attendance rate for the school year 2014-2015 was 94.5%.

Our school focuses on a positive learning environment where all staff and students participate in a whole school initiative to raise student achievement by maximizing student engagement. We work to ensure that all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. Our teachers are supported and evaluated through the use of the Danielson Framework and receive timely feedback from administration. Inquiry teams meet regularly to look at student work, share best practices, and refine curriculum based on the data collected to improve teacher practice in all classrooms and raise student achievement. Teachers on vertical teams participate in classroom intervisitations to observe best practices that will help assist them in improving their classroom instruction while giving all students access to be able to achieve more academic success.

Two areas of celebration in which we've made the substantial progress are collaborative teaching and strong family ties. Structures and systems are in place to consistently communicate high expectations to staff and provide feedback to set meaningful partnerships with families around supporting students towards expectations connected to college and career readiness. As reflected in our Quality Review (QR), "Snapshot teams, comprised of teacher leaders, seek evidence of proficient school practices through school wide intervisitations relative to the Danielson Framework for Teaching. Feedback from team visits is provided to individual teachers and informs school wide professional development." Strong Family-Community Ties is also reflected in our Quality Review. "Family workshops, grade newsletters, resources provided by the school, parent English as a Second Language classes, and progress reports indicate student goals, all provide multiple means of feedback and an awareness of practices towards preparing students for college and career." Thus, this school wide system of mutual accountability and effective partnerships with families are resulting in meeting expectations in teaching and learning.

Based on the Framework for Great School's element regarding Rigorous Instruction, current data and our most recent QR, there is a need to refine curriculum and teacher practice. Our instructional focus for the 2015-2016 school year will be centered around delivering Rigorous Instruction. As reflected in our QR report, "In several classrooms, teachers engaged students in challenging work which required reasoning and thought, however, this rigorous instruction is not seen in all classrooms and supports may be limited and students are not challenged. " We have adapted a new literacy program, Journeys, in which grade teams will collaborate to refine and align our reading and writing curriculum to the Common Core Learning Standards and provide rigorous instruction to prepare our students for College and Career Readiness.

31R052 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	503	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population		2.9%	% Attendance Rate	93.1%
% Free Lunch		44.8%	% Reduced Lunch	10.7%
% Limited English Proficient		12.5%	% Students with Disabilities	23.5%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		0.4%	% Black or African American	2.5%
% Hispanic or Latino		16.0%	% Asian or Native Hawaiian/Pacific Islander	7.6%
% White		73.5%	% Multi-Racial	N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		4.34	# of Assistant Principals (2014-15)	2
# of Deans (2014-15)		N/A	# 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)	0.8%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		N/A	Average Teacher Absences (2013-14)	11.41
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		31.8%	Mathematics Performance at levels 3 & 4	41.2%
Science Performance at levels 3 & 4 (4th Grade)		85.7%	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate		N/A		
Overall NYSED Accountability Status (2014-15)				
Reward			Recognition	
In Good Standing		X	Local Assistance Plan	
Focus District			Focus School Identified by a Focus District	
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		YES	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	YES
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		YES	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	YES
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		YES	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		

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

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

Part 1 – Needs Assessment

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

The 2014-2015 Quality Review, 1.1 Rigorous Instruction and 1.2 Pedagogy was rated proficient. There was evidence across the classrooms of teacher’s practices that provide strategies to serve as entry points for challenging tasks and student discussion. There was evidence of task, work products and discussions with higher orders thinking and participating, yet did not lead to student ownership and high-levelled extensions for all learners.

Part 2 – Annual Goal

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

Throughout the 2015-2016 school year, teachers will embed rigorous habits across grade curriculum that will promote college and career readiness for all students with a 3% gain in students scoring a Level 3 and 4 on the NYS ELA & Math Assessments.

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) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Implement Journeys ELA program in grades K-5, and Building Blocks in Pre-K. In the 2015-2016 school year a new curriculum will be implemented to better support the Common Core Learning Standards.</p>	<p>All Students</p>	<p>Ongoing, in units of study, during the</p>	<p>Administrators, Instructional Lead Teachers, Instructional Team members , Teachers</p>

		2015-2016 school year	
Curriculum Revision: continue to develop CCLS aligned unit plans that reflect the CCLS Instructional Shifts to ensure that scaffolds and UDL components are embedded in the curriculum. We will continue to revise our unit plans to incorporate UDL principles to provide multiple entry points for all learners .	All Students	Ongoing, in units of study, during the 2015-2016 school year	Administrators, Instructional Lead Teachers
Snapshot Team Visits: focus walks where administrators and teachers engage in inter-visitations to learn best practices and improve pedagogy by celebrating the work of their colleagues.	All teachers	A minimum of 2x a term during the 2015-2016 school year	Administrators, and instructional leads, teachers
Teachers follow Inquiry Process with the school wide protocol of looking at student work/data to incorporate UDL components to the existing unit plans to meet the needs of their students.	All Teachers	Bi Weekly at Inquiry Team meetings .	Administrators, and instructional leads, teachers

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.											
Resources Needed to implement this action plan are as follows:											
<ul style="list-style-type: none"> • Ongoing Professional Learning around UDL Principles and implementation. This professional learning can delivered by our BFSC, Administrators, and Instructional Lead Teachers. • Utilizing Professional Development funds to afford teachers time to continue to work on revising their existing unit plans. • Scheduling teachers to plan and work with the Parent Coordinator to develop workshops for parents that take place on Tuesday afternoons during Parent Engagement time. • Scheduling Snapshot teams for teachers to observe best practices. • Utilizing Lead Teachers to provide ongoing support/Professional Learning in Journeys. • Academic Academy will be held during February and March to provide Test Preparation in ELA for students in Grades 3-5. • Monthly Instructional Team Meetings • Pre-K Work Sampling PD 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

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

The above changes in pedagogy and structured Professional Learning will result in rigorous teaching, an increase in scores on the following assessments:

- Students in K will show an increase of two independent reading levels according to TCRWP.
- Students in grades 1, 2 will show an increase of three independent reading levels.
- Students in grades 3-5 will show an increase of one-two, independent levels according to TCRWP as well as demonstrate growth on the mid-year benchmark using ELA & Math Rally Rehearsal assessments.
- Students in grades K-5 will demonstrate growth on the mid-year benchmark ELA and GOMATH assessments.

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

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

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

Part 1 – Needs Assessment

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

In the 2013-2014 Elementary School Quality Snapshot Discipline Component; 55% of teachers felt order and discipline are maintained at the school. This is significantly below the city’s 81% average. The school wide focus in the 2014-2015 school year, different strategies were implemented to address order and discipline. At this time these structures will continue in the 2015-2016 school year. The feedback from the parents has been positive regarding Class Dojo and the K-2 traffic light system. Going forward in the next school year the emphasis will continue to be on building strong partnerships with all stakeholders to increase a more supportive environment.

Part 2 – Annual Goal

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

Throughout the 2015-2016 school year, a school wide discipline initiative will support emotional growth and behaviors of all students that will result in a safer learning environment that will result in a 5% increase of teachers who feel that order and discipline are maintained at the school as measured by the Learning Environment Survey .

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>School wide Behavior Plan: Grade K-2 – Traffic Light System Grade 3- 5- Class DoJo</p>	<p>All Students in K-5</p>	<p>Monitored daily, weekly and monthly</p>	<p>Teachers, Administrators, Parents. Social Worker, Guidance Counselor</p>

<p>The Traffic light behavior plan will incorporate professional development for all grade K-2 teachers. Teacher will effectively manage classroom behavior and communicate daily with parents each student's performance.</p> <p>The Class DoJo is a web based program that allows real time information on a student's behavior. All teachers will be able to award points to each student, based on his or her performance in their class. All grade 3-5 teachers and cluster teachers will attend professional development.</p>		to reduce behavior issues	
Caught Being Good: School wide initiative to recognize good deeds and appropriate behavior .	All Students in Pre K-5	Weekly awards are given on Fridays	Teachers, Administrators, Parents. Social Worker, Guidance Counselor, Para professionals, Aides
<p>Mandated Counseling: IEP driven, behavior intervention plans monitored throughout the year to address goals.</p> <p>At risk counseling service: provided for 6-8 week cycles on a need basis in conjunction with parents and teachers.</p>	Students with Disabilities	Annual Review to monitor progress and review goals, progress reports same time as report cards	Teachers, Administrators, Parents. Social Worker, Guidance Counselor, Para professionals
Student Council: Student council members work together to make shared decisions based on community service actions, announcing Caught Being Good weekly, assembly programs, and other school concerns. They represent the school during events in and out the school.	Teacher facilitates the work of the Student Council, weekly meetings	Teacher facilitates the work of the Student Council, weekly meetings	Council Facilitator, Student Members

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> <ul style="list-style-type: none"> • Traffic light behavior plan professional development for all grade K-2 teachers. • Class DoJo professional development for all grade 3-5 teachers, including clusters. • Students receive services based on the mandated program stated on their IEP. • Student receives at –risk counseling on a 6-8 week cycle rotation. • Parent Coordinator monitors staff compliments for individual and groups of students. • Children's accomplishments are celebrated at the monthly PTA meeting. • Parent coordinator monitors bulletin board.
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- Student council members work together to make shared decisions based on community service actions, announcing Caught Being Good weekly, assembly programs, and other school concerns.
- Respect for All city wide initiative.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

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

Part 5 – Progress Monitoring

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

- Mid-Year Percent of positive behaviors on Class Dojo Reports
- Daily, weekly and monthly monitoring the Traffic Light System
- Decrease in Online Occurrence Reports
- Annual Review to monitor progress and review goals, progress reports same time as report cards
- 6- 8 week cycles- monitored weekly
- Weekly awards are given on Fridays
- Monthly PTA meeting attendance
- Informal Parent Feedback to teachers and PTA
- Monitoring Student Council Notes

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

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

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

Part 1 – Needs Assessment

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

According to the most recent NYS ELA assessment (Spring 2014), we had an increase of 5% in the number of students who achieved a Level 3 or 4 in ELA and an increase of 5.3% in Math. Although these results were above the city’s average increase in each area, we need to continue to raise student achievement. Therefore, an increase of the number of students who achieve Level 3 and 4 in ELA & Math will be one of our school goals by using the inquiry model to impact student achievement.

Part 2 – Annual Goal

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

Throughout the 2015-2016 school year, teachers will engage in inquiry based, structured professional collaborations in order to strengthen school wide instructional capacity and promote college and career readiness for all students that will result in a 3% gain in students scoring a Level 3 and 4 on the NYS ELA & Math Assessments to further our work and focus on closing the achievement gap .

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Snapshot Teams: Focus Walks Teachers will work in vertical teams to inter-visit colleagues’ rooms on different grades to observe best practices around the different QR indicators.</p>	<p>All Teachers</p>	<p>2 times in the Fall and 2 times</p>	<p>Teachers, Administrators</p>

Teachers will then engage in sharing their learning in weekly PDs. Teachers are asked to observe classroom practices and share presentations to celebrate best practices and improve teacher practice as evidenced by Danielson data.		in the Spring semester	
Inquiry Teacher Team work: To identify needs of all students by looking at student data and revising curriculum to impact student achievement as measured by end unit assessments and Performance Based Assessments.	All Teachers	A minimum of 2x a month throughout 2015-2016 school year	Teachers, Administrators
Curriculum Revisions: continue to develop CCLS aligned unit plans that reflect the CCLS Instructional Shifts and receive meaningful feedback for improvement and to ensure that scaffolds and UDL components are embedded in the curriculum. Through the inquiry process curriculum revisions are made to meet the needs of all students.	All Teachers	Ongoing throughout the 2015-2016 school year	Teachers, Administrators
Common Preps for Planning: Common preps are given to foster common grade wide planning and cohesiveness to provide rigorous instruction	All Teachers	2-4 periods weekly throughout the 2015-2016 school year	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.										
<ul style="list-style-type: none"> • Teacher teams are comprised of classroom teachers, cluster teachers and out of classroom teachers. • All teachers are provided with common preps on the grade. • Teachers are given professional learning time on Mondays and throughout the year and ½ days to revise their unit maps to ensure CCLS rigorous engaging tasks are embedded into instruction and that all students needs are met. • Classroom inter-visitations are conducted for a variety of purposes: to improve teacher practice, to observe new methods, to see best practices in action and to observe highly effective engagement. • Snapshot teams are created and assigned Quality Review Indicators and Danielson Framework components. Teams are asked to visit classrooms with the lens of only looking at their assigned indicator and/or component. These teams are provided time to share and present their findings to the staff during the 80 minute PD time. 										
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<ul style="list-style-type: none"> • Students in grades K-2 will demonstrate growth on his or her independent reading levels according to TCRWP. • Students in grades 3-5 will demonstrate growth on his or her independent level according to TCRWP.

- Students in grades K-5 will demonstrate growth on the mid-year benchmark ELA and GOMATH assessments.
- Students in grade 3-5 will demonstrate growth on the Spring Rally Rehearsal Benchmarks in ELA and Math
- Snapshot Team reflection sheets.
- Weekly collection of teacher team inquiry binders.
- Advance reports of teacher 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 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

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

According to Advance reports, 10% of teachers were rated highly effective as their overall rating in the 2014-2015 school year. In the 2014-2015 school year our school wide instructional focus was on increasing student engagement, after data analysis 85% of teachers were rated effective or highly effective in component 3C. Further analysis demonstrated a need to support teachers with 3B questioning and discussion techniques.

Part 2 – Annual Goal

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

Throughout the 2015-2016 school year, the principal and assistant principals will support the instructional practice of teachers using the Danielson Framework for Teaching, by giving actionable feedback that will result in a 5% increase of highly effective teachers .

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Professional Development on Danielson's Framework for Teaching, including all components and on Advance Evaluation System . More detailed professional learning for our staff, to provide details of all 8 components of the Danielson Framework	All Teachers	Ongoing throughout the 2015-2016 school year.	Teachers, Administration, BFSC Personnel
Professional learning framed around rigorous instruction employing methodologies such as; Socratic Seminar, Close Reading, Creating Engaging Tasks, Compliance vs. Engagement	All Teachers	Weekly for 80 minutes	Administration, Teachers, and Professional Development Team
Record and maintain teachers' informal observations on the Advance web application	Administration, and Teachers	A minimum of 4x a year per teacher between September 2015 and June 2016	Administration, Teachers
Implementation of individual and groups of teachers Professional Learning Plan.	All Teachers	Implementation of individual and groups of teacher Professional Learning Plan	Administration, Teachers, and Professional Development Team

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.
<ul style="list-style-type: none"> • Teacher Reflection, increase teacher ratings using Danielson's Framework, improvements in student achievement, Advance Teacher Reports. • School Wide Professional Learning Plan, increase teacher ratings using Danielson's Framework • Advance Reports, increase teacher ratings using Danielson's Framework • Increase teacher ratings using Danielson's Framework

- Monthly Professional Development Team 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		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

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

- Beginning of the year followed by the Mid-year goal setting for teachers
- Staff needs assessment regarding professional learning and reflection sheets after the weekly Professional learning.
- Review data mid year to track teachers MOTP.
- Feedback is provided within 15 days of the observation.
- A minimum of 4x a year per teacher for observations between September 2015 and June 2016.
- Daily monitoring of Advance website and Updates from our MOSL Talent Coach and other DOE personnel.
- Professional Learning Opportunities Weekly for 80 minutes.

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

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

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

Part 1 – Needs Assessment

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

On the 2014-2015 Quality Review an area of celebration 3.4 High Expectations, our school wide systems for mutual accountability and effective partnerships with families were attributed in part to family workshops, grade newsletters and progress reports indicating student goals. As indicated on the Elementary School Quality Snapshot, 90% of parents are satisfied with the education that their child has received. However, a school wide initiative is to increase teacher and parent trust by hosting grade specific ongoing Common Core Curriculum Conferences.

Part 2 – Annual Goal

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

By June 2016, we will increase parental engagement by 5% as measured by PTA meeting attendance, parent workshop attendance, Common Core Curriculum Conferences, and The Learning Environment Survey.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Supporting English Language Learners: Workshops for parents, Adult ESL classes. The ESL teachers will provide parents with techniques and strategies to learn academic</p>	<p>Limited English proficient</p>	<p>Weekly throughout the 2015-2016 school year</p>	<p>Parent Coordinator, Administration,</p>

vocabulary in order to effectively be able to help their child. Adult ESL classes to help parents develop their own language abilities.	family members		Teachers, ELL teacher, PTA
Homework Help: Workshops for parents, dial a teacher, parent, student and teacher individualized homework help, Weekly homework is posted to PS52.org. Parents can come up weekly on the dedicated Tuesday parental engagement time for an opportunity to collaborate with licensed teachers on how to effectively complete homework with their child.	All Families	Weekly throughout the 2015-2016 school year	Parent Coordinator, Administration, Teachers, PTA
Online Resources for parents: Parents will be trained in multiple online resources that will provide them with the expectations of the CCLS: Think Central, RAZZ Kids, GoMath, Soar to Success, Achieve 3000, Class Dojo, and www.ps52.org .	All families	Monthly	Parent Coordinator, Administration, Teachers, PTA, Teachers, and Technology Teachers
Common Core ELA and Math Workshops: The workshops effectively communicate with families the expectations of literacy and math. They provide materials and training to help parents work with their children to improve their achievement level in Literacy and Mathematics.	All families	Weekly/ Monthly Scheduled in cycles of 4-6 weeks, during the parent engagement time	Parent Coordinator, Administration, PTA, Teachers,

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.											
<ul style="list-style-type: none"> • On-going Communication- Online school website (www.PS52.org) for parents to find calendar of events, resources for ELL parents and class’s weekly homework assignments. Curriculum Conferences, Parent Engagement Time (Tuesdays 2:20-3:00), Parent Teacher Conferences, IEP Meetings and individual appointments with teachers as needed are offered to parents to foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress. • Translation Services –provide materials and critical school documents in the parents’ preferred language and provide interpretation services to ensure participation in the child’s education, sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand. • Parents have the opportunity to collaborate with licensed teachers on how to effectively complete homework with their child. The Social Worker provides parents with techniques and strategies to help to reduce student’s anxiety about school and in grades 3, 4, 5 for test anxiety . • Incentives to increase PTA meeting attendance such as Student of the Month, Student rewards, and Student performances. 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

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

- Parent workshop feedback forms
- PTA feedback
- Improvement in classroom tests and performance assessments
- Parent workshop feedback forms, improvement in student homework completion by 5%
- Increased attendance at workshops by 3%
- Increased Teacher-Parent collaboration, shared high expectations and student progress, on-going communication.
- PTA meeting attendance-reviewed 3x a year
- Achieve 3000 at home usage reports
- Class newsletters with parent feedback

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Independent Reading Levels on TCRWP Ongoing based on teacher observations and checklists Independent Reading Levels on TCRWP. IEP Mandates Teacher Recommendation TCRWP, Baseline and Mid-Year Assessments Level Set Results, Teacher assignments, Unit tests Teacher assignments, Unit tests	Differentiated Instruction Student Teacher conferencing Wilson- A multisensory approach to initializing the sound/symbol relationship, decoding and encoding fluency is included. Leveled Literacy Intervention (LLI): Skill development 5x per year, 1 st and 2 nd grade. Achieve 3000: online program to monitor student progress, Grades 3-5 Raz Kids: On line program to monitor student progress, Grades K-2	Small group One-to-one Whole class, small group Small group- pull out Small group Small group	Official Day Official Day Official Day Official Day Official Day
Mathematics	Baseline assessments, Unit Tests Ongoing based on teacher observations and checklists	Differentiated Instruction Student Teacher Conferencing Soar to Success: Online resource as a	Small group One-to-one Whole class, small group	Official Day Official Day Official Day

	Baseline assessments, Unit Tests, Mid-Year and Ed of year assessments.	component of Go Math , assigned according to need		
Science	Teacher Requests TCRWP nonfiction results Level Set Results, Teacher assignments, Unit tests	Instruction and support are provided through AIS service in ELA through inclusion of non-fiction and science based literature. Achieve 3000: article used based on Science topics	Small group Whole class, small group	Official Day Official Day
Social Studies	Teacher Requests TCRWP nonfiction results Level Set Results, Teacher assignments, Unit tests	Instruction and support are provided through AIS service in ELA through inclusion of non-fiction and Social Studies based literature. Achieve 3000: News articles based on historical fiction, non-fiction and current events.	Small group Whole class, small group	Official Day Official Day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Teacher or Parent Request IEP mandates As needed for students in need	Counseling Services focused on social/emotional needs related to academic and behavioral performance	Individual and group counseling services	Official Day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

2b. High Quality and Ongoing Professional Development

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

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

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

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. [] , in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. [School name] will support parents and families of Title I students by:

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

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

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

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

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

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

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

School-Parent Compact (SPC) Template

[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:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>The John C. Thompson School</u>	DBN: <u>31R052</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 checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>62</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5
<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
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: _

Our sixty-two English Language Learners (ELLs) will be invited to attend one of two Title III Morning programs that will take place over a thirty week period. Sessions will be held on Thursdays and Fridays from 7:00 to 8:00 am, beginning November 6, 2014 through June 18, 2015. These programs will be staffed by two teachers, one a TESOL license holding ESL teacher and the other a classroom teacher who has a Common Branch license. All instruction will be delivered in English. Letters inviting students to these programs are sent home in English and the student's native language, whenever possible, via the Translation and Interpretations Unit's document translation services. Additionally parents will be notified/ reminded of their child's opportunity to attend these programs during PTA meetings, Parent Teacher Conferences, and during Parental Engagement times. We utilize bilingual support staff to communicate with families at these times if possible, and if not we employ the Translation and Interpretation's phone interpretation services.

On Thursdays, students in grades K-2 will attend; on Fridays we will have ELLs in grades 3-5. We will group students based on data obtained from the NYSITELL, NYSESLAT and the AMAO Tool. Of the forty-six current ELL students who took the NYSESLAT last year, thirty-three (72%) scored advanced. Eighteen of these students (54%) missed scoring proficient on the NYSESLAT by 3 points or less on the speaking modality. Of the remaining fourteen students who scored beginner or intermediate on the NYSESLAT it can be noted that six are also Students with Disabilities (SWD), and currently in a self-contained Special Education or ICT class. Of the seventeen newly admitted ELLs, five students scored advanced (29%), six scored intermediate (35%), and six (35%) scored at the beginner level. Based on these findings, we anticipate having two groups each day.

We anticipate grouping students by language proficiency . One group will consist of our newcomers, students who scored at the beginning or intermediate level on the NYSESLAT or NYSITELL, SWDs, and other at-risk students. The other group will be comprised of students who scored Advanced on the the 2014 NYSESLAT.

We plan on utilizing the Imagine Learning program for a portion of the ELL Morning Academy Session. Imagine Learning is a language and literacy software program which offers engaging, differentiated content, first language support, and is common core aligned. Instruction is catered to each students unique literacy needs, delivering instruction at their level to increase phonological awareness, phonics, fluency, vocabulary and comprehension. There is ongoing assessment and data obtained will be used to drive instruction. Home connection reports will also be sent to families in their native language to communicate further with parents about their child's progress.

Students will also participate in a program designed to support their English language proficiency in the four modalities. As our data indicates, many advanced students are missing overall proficiency by only a few points in speaking. Therefore students will participate in activities to strengthen these skills, such as Reader's Theater. Readers Theater is an integrated approach for involving students in reading, writing, listening, and speaking activities. It involves children in sharing literature, reading aloud, performing with a purpose, working collaboratively and eventually writing their own scripts. Instead of acting out literature as in a play, the performer's goal is to read a script aloud effectively, enabling the audience to visualize the action. Performers bring the text alive by using voice, facial expressions, and some gestures. Readers Theater helps to develop fluency through repeated exposure to text, increase comprehension, engage students and to integrate reading, writing, speaking, listening in an authentic context. Some materials we plan on using include but are not limited to Reading Street's Readers Theater Anthologies grades K-5. We will also adapt literature being used in the classroom.

Part B: Direct Instruction Supplemental Program Information

Each group will participate in both activities, however Newcomers, SWD, Beginner/ Intermediate students, and other students designated "at-risk" will at first spend the majority of their time (approximately 60/40) utilizing the Imagine Learning program. Before embarking on Reader's Theater activities, the ESL teacher will work closely with the small group using strategies (i.e. shadowing, role-play, repetitive oral practice etc.) to strengthen oral language fluency in order to help students feel confident in their abilities, and to lower their hesitance to speak in front of others. Scripts will also be adapted for this group so that each student is able to participate in a way that is challenging yet accessible to their individual reading and language proficiency level. Advanced students will have a chance to use the Imagine Learning program for a portion of the time, but will spend the majority participating in Reader's Theater activities.

Depending on enrollment we anticipate both teachers working side by side following an ICT (Integrated Co-Teaching) model and differentiating tasks for each group. If however, we have too many participants to facilitate this in one classroom, the common branch and ESL teacher will rotate, respectively spending 30 minutes with each group.

We plan on using Title III funding to purchase eighteen annual licenses for the Imagine Learning Program and will supplement with licenses we have previously purchased for our ELLs. Additionally we will purchase twenty-six Califone student headphones to be used with this program from Title III funds. We already have onsite, Reading Street Reader's Theater Anthologies grades K-5. Furthermore we will use free online resources and also text being used in the classroom to adapt for Reader's Theater activities.

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: _

Throughout the 2013-2014 school year, teacher teams analyzed student samples, with a focus on our English Language Learner (ELL) and Student with Disability (SWD) populations. Utilizing our findings, in addition to teacher evaluations using The Danielson Framework data, and a needs assessment completed by teachers, we reflected and created our professional development focus for the 2014-2015 school year. As a result, all staff at P.S. 52 will employ a whole school initiative to raise student achievement by maximizing student engagement. We will work to ensure that all students are intellectually engaged with challenging yet accessible content through well designed learning tasks and activities that require complex thinking by students. Imbedded within our comprehensive professional development plan we have several ELL specific topics, geared towards teachers and staff who work with ELLs to support their learning and increase their English language proficiency. We plan on conducting professional development study groups by utilizing resources provided via the Office of English Language Learners Video library. Topics, schedules, attendees and providers are as follows:

- Imagine Learning Basic Implementation Training: Implementation Essentials, September 4, 2014, attended by two ESL certified teachers, Library/ Technology teacher and AIS teacher, provided by Amalia Deepolino, Imagine Learning Educational Support Consultant.
- Text Complexity and English Language Learners: Building Vocabulary/ Increasing Levels of Text Complexity Across Grade Levels, October 27, 2014 and November 3, 2014, to be attended by all teachers, facilitated by the fully certified ESL teacher, Diana Puma.
- Challenges and Opportunities in the ELA CCSS, November 17, 2014, November 24, 2014 and

Part C: Professional Development

December 1, 2014, to be attended by all teachers in grades kindergarten through third, facilitated by Diana Puma.

- Teaching Vocabulary to English Language Learners, December 15, 2014, to be attended by all teachers, facilitated by Diana Puma.
- Response to Intervention: Implementing an effective RTI model for ELLs, March 3, 2015, March 9, 2015 and March 16, 2015, to be attended by all teachers K-2, facilitated by Nicole Perez and teachers 3-5, facilitated by Diana Puma.
- Common Core Framework for ELLs: Helping Teachers Implement Literacy CCSS for ELL Students, March 24, 2015 and March 31, 2015, to be attended by all teachers K-2, facilitated by Nicole Perez and teachers 3-5, facilitated by Diana Puma.

These professional development sessions meet the seven or ten hour professional development requirement for new teachers.

Part D: Parental Engagement Activities

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

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

Begin description here: _

In order to involve and engage parents in the academic success of their children we plan various activities, many which are specifically targeted to parents of ELLs. Parents of ELLs are offered free adult ESL classes. These classes are taught by a teacher who holds a TESOL license, using various materials including but not limited to the ESL Pathways program, which has content based English lessons tailored to adult learners. These classes take place on Tuesdays from 1:30-2:15 pm. We offer this program based on the responses given on parent surveys which are sent home with the students in September via our Parent Coordinator Dolores Galyas. Additionally numerous workshops are provided to parents on an ongoing basis, based on these surveys. ELL specific workshops include a two part series How to Support Your ELL Student at Home. The first part was given on September 16th, at 5:00 and again at 6:00 pm, and the second will be given on November 18th at 2:20. The provider holds both a TESOL and Administrative license. Parent surveys and letters notifying parents of these opportunities are sent home in English and the families' native language when possible. We utilize the Translation and Interpretation Unit's services to accomplish this.

We will also engage parents by holding an information session to familiarize them with the home connection reports that will be sent home, once their child begins utilizing the Imagine Learning program. We will have bilingual support staff on hand to facilitate discourse and assist parents in asking any questions they may have about the reports which will be sent home in the family's native language when available.

This year we will be holding a family literacy event for ELLs and their families, with a Story Night/ Pajama Party theme. This event will take place on December 9th from 5:00-8:00 pm. Families, teachers and staff will wear pajamas and do several activities centered on story time. Educators will give families ideas and strategies to strengthen children's literacy skills in a routine but fun and engaging way. Refreshments will be served as well. We are also planning a family literacy cultural celebration in the spring (date TBD). We plan on integrating literature (Nora Dooley's Everybody Cooks Rice, Everybody Serves Soup, Everybody Brings Noodles and Everybody Bakes Bread) which focuses on multiculturalism and highlights similarities across cultures in regards to food. Families will be encouraged to share recipes and traditions from their culture as well. We will provide refreshments and foods from various cultures. We anticipate a culminating activity of making a recipe book.

Part D: Parental Engagement Activities

_____ We plan on paying five teachers for three hours for each family literacy activity. We will be utilizing the portion of funds allotted for parental engagement as per Title III, and supplementing the per session payroll with Fair Student Funding. We will also invite bilingual support staff to be present during these activities to provide interpretation as needed._____

Part E: Budget

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

Allocation Amount: \$0

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 052
School Name The John C. Thompson School		

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 Jane McCord	Assistant Principal Annette Moncada
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Diana Puma	School Counselor Keith McFall
Teacher/Subject Area Daniel Castro/ 2nd Grade	Parent Sofia Ayzenmesser
Teacher/Subject Area Lauren Mackey/ 4th Grade	Parent Coordinator Dolores Galyas
Related-Service Provider Jessica Galgano/ SETSS	Borough Field Support Center Staff Member type here
Superintendent type here	Other (Name and Title) Joanne Cancel/ Asst. Principal

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	1	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)	510	Total number of ELLs	61	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	<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5
	<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12

This school offers (check all that apply):

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

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

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
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	61	Newcomers (ELLs receiving service 0-3 years)	56	ELL Students with Disabilities	16
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	5	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									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	56	0	12	5	0	4				0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 6

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	4	6	2	4	1	3								0
Chinese	0	2	1	0	1									0
Russian	3	2	3	1	3	1								0
Bengali														0
Urdu			0	1										0
Arabic	0	2	1	1										0
Haitian														0
French														0
Korean														0
Punjabi		0	1											0
Polish	1	1	1	1										0
Albanian	3	3	1			1								0
Other		0	2	2	1	1								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)	3	1	1	1		1								0
Emerging (Low Intermediate)	1	5	2		2	2								0
Transitioning (High Intermediate)		6	3	2		1								0
Expanding (Advanced)	7	4	6	7	4	2								0
Commanding (Proficient)	6	3	3	1		2								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

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

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

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

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

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

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

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

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

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

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

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

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

Other than the NYSESLAT, New York State does not mandate that students below grade three participate in standardized testing. Instead, schools have the opportunity to choose their own assessment tool to gauge early literacy skills. At P.S. 52 we use the Teacher's College Reading Writing Project (TCRWP) from Columbia University. TCRWP offers a number of assessments to support our teachers in this critical work. Our students are assessed in Concepts of Print (for emergent readers), Letter-Sound Identification, High-frequency Words, and for their independent reading levels in fiction and non-fiction texts. Once assessed, there is data available for each child, communicating not only on their current level, but also providing next steps and instructional recommendations for each element of reading. The data obtained this year supports the use of our current programs. For each grade, we compared the data from the September 2014 MOSL to the data from the June 2015 MOSL. In each grade, the majority of ELL students moved a minimum of three independent reading levels; in kindergarten nine out of thirteen students (69%) who took both assessments moved between three and six independent reading levels, in grade one, eight of eleven students (73%) moved a minimum of three levels, and in grade two five of eight (63%) did the same.

In order to help all students master early literacy skills, we have implemented the Wilson Foundations program in grades kindergarten to second. Foundations' research-based approach and extensive program materials allow K-2 teachers to confidently present a carefully structured reading and spelling curriculum using engaging, multisensory techniques. It thoroughly teaches the foundational skills of the Common Core State Standards, and supports the reading standards, writing standards, and standards for language. Wilson Foundations is a phonological/phonemic awareness, phonics and spelling program for the general education classroom. Foundations is based upon the Wilson Reading System principles and serves as a prevention program to help reduce reading and spelling failure. Teachers incorporate a 30-minute daily Foundations lesson into their language arts classroom instruction. Foundations lessons focus on carefully sequenced skills that include print knowledge, alphabet awareness, phonological awareness, phonemic awareness, decoding, vocabulary, fluency, and spelling. Critical thinking, speaking and listening skills are practiced during whole class reading activities.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

Of the forty-four current ELL students who took the NYSESLAT last year, 30 (69%) scored at the Expanding level.

Of the remaining thirteen students who scored at the Entering, Emerging or Transitioning level on the NYSESLAT it can be noted that 9 are also Students with Disabilities (SWD), and currently in a self-contained Special Education or ICT class or receive SETTS. Of the seventeen newly admitted ELLs, seven students scored at the Entering designation (41%), for both the Emerging and Transitioning level we have one newly admitted student (5% each), and eight (47%) scored at the Expanding level. Breaking down the results of the NYSITELL and NYSESLAT by grade reveals the following: of the eleven currently enrolled kindergarten students three (27%) are at the Entering level, one (9%) is at the Emerging level, and seven (64%) are at the expanding level. In first grade, one student (6%) scored Entering, five students (27 %) scored Emerging, six students (38%) scored at the Transitioning level and four (25%) scored at the Expanding level. Of the twelve currently enrolled second graders, one (8%) scored at the Entering level, two (16%) scored Emerging, three (25%) scored Transitioning and six (50%) scored at the expanding level. In third grade we have nine currently enrolled English Language Learners, two (22%) are at the Transitioning level and seven (77%) are at the Expanding level according to NYSESLAT and NYSITELL data. Of our six fourth grade ELLs two (33%) scored Emerging and four (66%) scored at the Expanding level. We have five currently enrolled fifth grade ELLs; One (20%) scored at the Transitioning level, and two each (40% & 40%) scored at both the Emerging and Expanding level of English proficiency. This data reveals that the more years of service the higher proficiency that is achieved on the NYSESLAT.

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

The information that the school receives from the Annual Measurable Achievement Objectives provides us with a variety of data. AMAO calculations are based upon three metrics; percentage of students making progress in English, percentage of students attaining English proficiency, and making adequate yearly progress. According to the Estimated AMAO status for our school, nine of the fifty two students (17.31%) who took the 2015 NYSESLAT attained proficiency scoring at the Commanding level. As the target was 15% overall the school met AMAO 2. Data was not available regarding the AMAO 1 status (making progress) at this time. However, upon analyzing data we have concluded that thirteen of the twenty eight (46%) ELLs who took the 2014 and 2015 NYSESLAT scored at an increased percentile. The data also reveals that we have twenty one (34%) ELL students considered "at-risk" for various reasons, and over six (9%) at risk level 3 or above. These students are closely monitored by the ENL teacher, classroom teacher and support staff.

4. For each program, answer the following:

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

English as a New Language is the only program choice available at P.S.52. Based on previous NYSESLAT exams we have analyzed our results for patterns across proficiency levels. The patterns revealed across proficiencies and grade, are that in each grade the majority of students scored at the expanding level. Of the forty-three students who took the exam and are still entitled to services, ten scored at the Emerging level, eleven scored at the Transitioning level, and twenty two scored at the Expanding level. One of the students whose overall NYSESLAT proficiency is beginner, is a student with disabilities receiving special education services.

Last spring only two of the 23 students in grades three through five were administered the New York State Math Assessment in their native language. One of those students was administered the New York State Science Assessment through the use of an interpreter from the Translation and Interpretation Unit. In last year's fourth grade one student took the NYS Math Assessment in her native language facilitated by a Ukrainian interpreter. This student scored at the 3.1 level, which was higher than 70% of the other ELL fourth graders and lower than 20%. One student took the NYS Math Assessment in his native language (Russian) via a translated copy provided by the New York State Testing department. This student scored at the 1.84 level which was the same as 30% of other fifth grade ELL students and lower than 60% of fifth grade ELL students.

The ELL periodic assessment was administered in the fall and the spring of the 2014-2015 school year. The overall Fall and Spring average was the same, 78.4 %. School leadership and teachers used the fall assesment as a benchmark and an indicator as to which students might be at risk and need extra support services. The ENL teacher used the skills analysis report which displays individual student mastery of the learning objectives to help guide whole and small group lessons. The school is learning which standards our students do well in and which they need support with and adjusting instruction accordingly.

All instruction is provided in English as we have students representing a multitude of home languages. We do provide home language support through the use of bilingual glossaries and dictionaries when possible. We utilize the Imagine Learning program for all Entering and Emerging ELLs as well as all ELL students in Kindergarten and grade one. This program offers much home language support in sixteen home languages.

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](#).]
- All ELL students receive instruction in English language development provided at the Tier I instructional level. This incorporates high quality, evidence based instruction that has been shown to be effective for ELLs, and differentiation to meet students' diverse needs. If a student demonstrates a need for more intensive support, they move into Tiers II and III. We obtain initial data through a

screening process that involves administering the NYSITEL exam to students eligible, based on their HLIS and interview process. We continue to monitor students grade level benchmarks via data obtained from TCRWP assessments, as well as state exam results. We use this data to identify which tier of instructional support a student falls into. Students move into Tier 2 or Tier 3 if they demonstrate a need for more targeted and intensive academic support. This extra support can occur in the classroom, but also in separate settings with instruction focused on specific learning targets. Tier 2 and Tier 3 instruction is also tailored to meet ELL's language needs while incorporating research-based intervention strategies. Our RTI model is designed to determine whether students are benefiting from an instructional program within a reasonable time, build more effective instructional programs for students who are not benefiting, compare the efficacy of different forms of instruction, design more effective, individualized instructional programs, reduce inappropriate referral rate and increase educational opportunities for linguistically and culturally diverse populations.

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

Since our students represent a wide variety of cultures and languages, all instruction is provided in English in a Stand Alone English as a New Language program. However, we do take into consideration students' native language competency. Part 2 of the HLIS includes supplementary questions to aid in instructional planning. These questions address students' prior school attendance in the United States or in another country, participation in other group experiences (daycare, pre-school), and the language that was used for instruction. We use the information obtained to inform instructional decisions and to offer native language supports when appropriate. Academic achievement of ELLs is significantly enhanced when they are able to use their native languages to learn in school. Full proficiency in the native language (including literacy) facilitates second language development. We guide our instruction by taking into account the different entry-level abilities in English, that students have. Some learners come to school with oral and written skills; others do not. Some newly admitted ELL students also come to the task of learning English and learning academic content while already literate in their native languages. Literacy in the native language correlates positively with the acquisition of literacy in a second language. Native language literacy abilities can assist ELL students in English-medium classrooms to construct meaning from academic materials and experiences in English.

7. For dual language programs, answer the following:

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

Not Applicable

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

In order to measure our Integrated English as a New language program's effectiveness, students are routinely assessed throughout the school year. Formal and Informal classroom assessments such as TCRWP running records, unit exams, student portfolios, conference notes, teacher observations, exit slips, performance based assessments and New York State ELA, Math, and Science exams are used to determine the progress of our students. Additionally, the analysis of the NYSESLAT provides information as to student progress toward English language proficiency. We use this data to reflect upon our how effective our Freestanding ENL program is. We use AMAO targets as well to determine if our program is effectively moving students to higher proficiency levels. AMAO 1 determines whether students are making progress. The AMAO tool did not have data available at the time, however upon analyzing NYSESLAT percentiles from the Spring 2015 exam and comparing them to percentiles from the Spring 2014 exam we have concluded that thirteen of the twenty eight (46%) ELLs who took the 2014 and 2015 NYSESLAT scored at an increased percentile. The data also reveals that we have twenty one (34%) ELL students considered "at-risk" for various reasons, and over six (9%) at risk level 3 or above. These students are closely monitored by the ENL teacher, classroom teacher and support staff. According to the Estimated AMAO status for our school, nine of the fifty two students (17.31%) who took the 2015 NYSESLAT attained proficiency scoring at the Commanding level. As the target was 15% overall the school met AMAO 2.

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.

In order to initially identify ELLs properly, our school has an admissions team in place. The majority of our students come from native Spanish and Russian speaking backgrounds. We also have students whose first languages include Chinese, Arabic, Albanian, Polish and Punjabi. We have formed our admissions team accordingly, utilizing bilingual staff members whenever possible. Team members include Diana Puma and Nicole Perez, both TESOL licensed ENL teachers. Dhurata Klobocista, a paraprofessional, provides interpretation for our Arabic and Albanian speaking families. Teresa Reyes, Olga Vega, and Jeanette Seidita, all certified bilingual

paraprofessionals, assist Spanish speaking families. Galina Shalumova, an Occupational Therapist, provides interpretation services to Russian speaking families. In the event that a family requires interpretation in a language other than those mentioned above, we use the Department of Education's Translation and Interpretation unit's Over-the-Phone Interpretation Services. Members of the admissions team are trained in cultural competency, language development, and the needs of English Language Learners. The ENL teacher, Diana Puma or another trained pedagogue administers the Home Language Identification Survey (HLIS) and interviews the student and parent in both English and the home language. We designate a home language based on a combination of the responses to the questions on the HLIS and the interviews. For students with a home language other than English, a more in depth interview is conducted to determine if the child should take the NYSITELL. NYSITELL testing is administered by Diana Puma, a TESOL Licensed ENL teacher within ten school days. Students who are eligible to take the NYSITELL and have Spanish as a home language are also administered the Spanish LAB.

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

Although we do not currently have any Students with Interrupted/ Inconsistent Formal Education (SIFE), we do have a plan in place in the event that such a student was to enroll in our school. The SIFE identification process begins with the Home Language Identification Survey, where the parent is asked to indicate prior schooling. Students who are newly identified as ELLs in grades three through five, who score at the Entering or Emerging level of proficiency on the NYSITELL, and whose identification process indicates that their formal schooling may have been interrupted will first be administered the oral interview questionnaire. Students whose home language is Arabic, Bengali, Chinese, Haitian Creole, or Spanish will also be administered the Literacy Evaluation for Newcomer SIFE (LENS). Initial SIFE determination will be indicated in ATS on the BNDC screen within 30 days of the student's initial enrollment.

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).

To determine NYSITELL eligibility for students entering a NYC school for the first time, who also have an IEP, our school has a Language Proficiency Team in place. The Language Proficiency Team (LPT) is comprised of Annette Moncada, an Assistant Principal and our school's Special Education Liaison, Diana Puma, a TESOL certified ENL teacher, Lea Morreale, the school Psychologist and Kristina Gargin, a Speech and Language Pathologist. The student's parent or guardian and a qualified interpreter of the language the family best understands are also present at each meeting. The LPT determines whether the student should take the NYSITELL based on the HLIS, the student's history of language use in the school, home and community, the results of individual evaluations, including those in the home language, and information provided from CSE as to whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. If the LPT determines the student may have English language acquisition needs, the student will be administered the NYSITELL. If the LPT determines that the student does not have English language acquisition needs and therefore should not take the NYSITELL, the recommendation is sent to the principal, Jane McCord, for review. If the principal rejects the recommendation of the LPT, the NYSITELL is immediately administered. If the principal accepts the recommendation of the LPT not to administer the NYSITELL, the recommendation is sent to the superintendent or the superintendent's designee. The principal will accept or reject the LPT recommendation within 20 days. Parents will be notified within three days of this decision in the preferred language. The superintendent or designee will accept or reject the LPT's recommendation within ten school days. If they determine the student must take the NYSITELL the school has five days to administer it and to notify the parent or guardian. Once completed, the Language Proficiency Team NYSITELL Determination Form will be placed in the student's cumulative folder. We follow the process outlined in the English Language Learner Policy and Reference Guide.

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.

Families of students who are eligible for NYSITELL testing are informed of the child's score once the exam is administered, scanned and the score is determined. Depending on how the child scores, they receive either an Entitlement or Non-Entitlement letter, in English and the native language when applicable. These letters are found on the Department of Education's website in the Parent Resource section of the office of English Language Learners section. Letters are prepared and distributed by the school's ENL teacher, Diana Puma within five school days. Copies of the original letters are stored in the students cumulative folders.

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).

Parents of newly admitted students who have undergone the ELL Identification Process will be notified of their right to appeal ELL status with 45 days of enrollment, at the Parent Orientation meeting and also in writing in a letter sent home with both entitlement and non-entitlement letters. The re-identification process allows schools and parents who believe a student had been misidentified as an ELL or Non-ELL to request that the ELL identification process be administered a second time. We will initiate a review of ELL status determination upon receipt of a written request from a student's parent or guardian or teacher with parental consent. Copies of all letters are kept in a binder in the ENL classroom which contains important documents pertaining to a child's ELL education including copies of HLIS, Program Selection Forms and any documentation related to the LPT process.

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.

We take many steps to ensure that all of our parents understand the options that they have for their children's ELL program placement. Our first action is to notify parents that their child is entitled to receive bilingual services by sending out appropriately translated Entitlement Letters. We then invite the parents of each new student to a parent orientation. Parent orientations and phone conferences are held multiple times throughout the year, whenever a new student arrives and is identified as an ELL. Parent orientation meetings are held within the students' first ten days of attending a NYC school. These meetings are facilitated by our Parent Coordinator Dolores Galyas. At this orientation, a TESOL licensed pedagogue, Diana Puma, unbiasedly outlines the three programs available for their child's education. Parents are also shown a video which thoroughly explains the Free-standing English as a New Language, Transitional Bilingual, and Dual Language educational programs, along with each of their benefits. This video is shown in many of the languages that are spoken by our parents. Spanish, Albanian, and Arabic translators are also on hand for further clarification when needed. Parents and Guardians can also access the New York Parent Orientation Video at: <http://schools.nyc.gov/Academics/ELL/FamilyResources/ellorientationvideo2010.htm>. This video is available in thirteen languages, and can be viewed at the family's convenience. Translated pamphlets are made available to any parents who are unable to attend an orientation. These pamphlets also discuss each program type, as well as their benefits. In the event that we have enough families that choose Transitional Bilingual Education, including those that do not return the surveys and are placed in the default TBE program, or Dual Language to open a class, parents would be notified via writing in appropriately translated letters. This requires fifteen students across two consecutive grades with the same home language. In this instance, the Parent Coordinator, Dolores Galyas and ENL teacher, Diana Puma, will hold a meeting to explain the changes in their child's educational program.

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.

Our school tries to ensure that all Parent Surveys and Program Selection forms are returned in a timely manner. We hold parent orientation meetings within the students' first ten days of enrollment, where we outline the programs available to them, in English and also the families' native languages whenever possible. We encourage parents and guardians to fill out the Parent Survey and Program Selection form and return it to us at that time. We provide translated literature for them to take home so in the event that they would like to think further about their options or discuss with other family members, they may do so in an informed manner. We request that forms be returned to the school within a few days. In the event that a form is not returned we follow up with parents by calling them or speaking to them when they drop off or pick up their children. Parent choices are inputted into the ELPC within twenty days of students' enrollment. In the event a form is not returned the default parent choice is Transitional Bilingual Education (TBE). In the event that we have enough families that choose Transitional Bilingual Education, including those that do not return the surveys and are placed in the default TBE program, or Dual Language to open a class, parents would be notified via writing in appropriately translated letters. This requires fifteen students across two continuous grades with the same home language. We haven't yet had enough students to fulfill this criteria, but in the event that we do, the Parent Coordinator, Dolores Galyas and ENL teacher, Diana Puma, will hold a meeting to explain the changes in their child's educational program.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

In order to monitor which Parent Surveys and Program Selection forms have and have not been completed and returned, we keep a checklist in our binder which holds copies of all important documents related to ELL students' educational program. We make every effort to have parents return these forms within the first twenty days of their child's enrollment. We follow up via phone calls during Parent Engagement time, speaking to parents when they pick up or drop off their child and at scheduled Parent Teacher Conferences with families that fail to return these documents. We utilize the NYC Department of Education's Translation and Interpretation Unit's services so that correspondence is in parents' preferred language. Classroom teachers hold all forms returned to them to be picked up by the ENL teacher, Diana Puma. Copies of all forms are held in the ENL room and originals are stored in students cumulative folders.

9. Describe how your school ensures that placement parent notification letters are distributed.

Placement parent notifications are downloaded from the DOE website and placed on school letterhead. Letters are prepared by Diana Puma, a TESOL licensed teacher. Letters are sent home with students in English and in the native language when applicable. Our school currently only offers Freestanding English as a New Language. If a parent chooses Dual Language or Transitional Bilingual Education we inform them that the selection is not available at our school, and provide them with the option to enroll them in the ENL program, or transfer the student to a different school where their choice is available. In the event that we have enough families that choose Transitional Bilingual Education, including those that do not return the surveys and are placed in the default TBE program, or Dual Language to open a class, parents would be notified via writing in appropriately translated letters. This requires fifteen students across two consecutive grades with the same home language. In this instance, the Parent Coordinator, Dolores Galyas and ENL teacher, Diana Puma, will hold a meeting to explain the changes in their child's educational program. We maintain records of the parent's response.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

Our school diligently retains ELL documentation for each child. All original HLIS, Parent Survey and Program Selection forms are stored in student's cumulative folders. Copies of these documents, as well as copies of all letters sent home including Entitlement, Continued Entitlement, Non-Entitlement, Placement, Non-Entitlement/ Transition, and Title III are retained in a binder in the ENL

room. Additionally the Pupil Accounting secretary keeps copies of all students' HLIS. ELL documentation may be accessed by reviewing a students cumulative folder , which is stored in a fire proof box in the child's classroom, or in a binder in the ENL room.

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.

Once designated as being an ELL, students are required to take the NYSESLAT exam each spring. We use the RLER ATS report to determine NYSESLAT eligibility and create a checklist based on this report to ensure that all ELLs are administered the NYSESLAT. This exam assesses students' English proficiency in the reading, writing, listening, and speaking. Results of this exam determine whether or not students will continue to receive bilingual services, and if so, their mandated amount of time. Diana Puma, the ENL Teacher and Testing Coordinator, Marie Venditti, keep a detailed checklist to ensure that all ELL students take all sessions of the exam. The testing window for speaking lasts several weeks usually between early April and mid May allowing each student to be tested individually. The speaking portion of the exam is not scored by the pedagogue who provides ENL services to the child. If there is not another teacher available to administer this section of the test, responses may be recorded on tape and scored later. As this test is given individually the only test modification provided is large print if stated on the student's IEP. Sessions 1,2, and 3 are administered in that order, during a two week window in May. Students are grouped according to grade band (K, 1-2, 3-4, 5-6) into small groups. SWDs test modifications are followed according to their IEPs. Parents are notified of when the NYSESLAT will be given and are provided with information on where to find test samplers online. All materials are securely stored and administration of the exam is overseen by the Testing Coordinator, Marie Venditti and the school administration.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
After reviewing the previous school year's NYSESLAT scores, we communicate those results to families and accompany the score report with either a Continued Entitlement or Non-Entitlement/ Transition parent notification letter. Letters are downloaded from the DOE website and placed on school letter head. The DOE website provides translations in nine of the most frequently occurring languages in the NYC DOE. We provide copies in both English and the home language when possible. Copies of letters sent to parents are retained in a binder in the ENL room.
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).

ELL programs implemented at this school reflect the input received on the Parent Survey Selection Forms. As indicated by these documents the data for the 2015-2016 school year so far reveals that 64% (40 students) chose ENL, 9% (6 students) chose Dual Language and 25% (16 students) chose Transitional Bilingual Education, which includes the eight families who failed to return the Program Selection form. The breakdown by grade is as follows; Kindergarten: ENL 66% (8 students), TBE and Dual 17% (2 students and 2 students with home languages of Albanian, Russian and Spanish) each; First Grade: ENL 56% (7 Students) , TBE 31% (5 students with home languages of Spanish and Arabic) , Dual 13% (2 students with home languages of Chinese and Spanish); Second Grade: ENL 64% (11 students) , TBE and Dual each 8% (1 student for each with a home language of Albanian and Arabic); Third Grade: ENL 44% (4 students) , TBE 55% (5 students with home languages of Spanish, Mandingo, Macedonian, and Ukrainian); Fourth Grade: ENL 66% (4 students) , TBE 33% (2 students with a home language of Russian and Spanish); Fifth Grade: ENL 83% (5 students), Dual 17% (1 student with a home language of Spanish). Although families of students who selected programs not offered at our school were informed of their option to transfer to another school in the area that offers the program, none of these families chose to do so. Since we do not have enough students (fifteen) of any one language, across two grades to form a Transitional Bilingual or Dual Language class, we are not able to set up these programs in our school at this time. We continue to closely monitor parent responses to ensure that these programs will be created once there are enough students to do so.

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.

In accordance with The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs, our school ensures that curriculum and instruction are closely aligned to ENL standards and the Common Core. We continuously and closely monitor ELL student progress so we can adjust instructional planning based on data obtained through formal and informal assessments. One full-time dually certified TESOL and Common Branch licensed teacher services students in 50 minute blocks. We utilize a Stand Alone ENL model. Students are grouped together by grade and English proficiency level. At times students are heterogenously grouped with mixed proficiency levels on the same grade level receiving services at the same time. Other times they are grouped homogeneously with students of the same grade and proficiency level. In this model of instruction, the teacher presents the same task with multiple entry points so that all students can approach it in their own way. In addition, support materials that correspond to the classroom curriculum are utilized. This includes the ReadyGEN and Go Math! ELL components which are grade specific, as well as other books and realia gathered by the teachers. For the 2015-2016 schoolyear we will be implementing a new reading program called Journeys. The Journey program contains digital tools and results-driven instruction, Journeys Common Core is a K-6 reading program with rigorous Common Core instructional design. The unique close reading routine builds better readers while also providing intervention for struggling students.

ENL methodologies such as Whole Language, Cooperative Learning, and Total Physical Response are employed throughout the program. Scaffolding techniques are used when learning core-curriculum material. Teachers support and learn from each other in an atmosphere that recognizes the interdependency of language proficiency and content instruction. School organization and structure is maximized for ample collaboration and planning time among teachers, and school leadership. The ENL teacher attends weekly inquiry meetings with classroom and cluster teachers.
 - b. TBE program. *If applicable.*
Not Applicable
 - c. DL program. *If applicable.*
Not Applicable
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

The ENL teacher will be responsible for ensuring that the students are receiving the mandated number of instructional minutes according to proficiency level in our Stand Alone ENL model. As per CR Part 154-2, students scoring at the Entering and Emerging (formerly beginning and low intermediate) levels according to the NYSITELL and NYSESLAT will receive 360 minutes, or two units of ENL instruction per week. Students who achieve a designation of Transitioning and Expanding (formerly Intermediate and Advanced) will receive 180 minutes, or one unit of Integrated ENL instruction per week. Additionally students scoring at the Commanding (formerly proficient) level will receive 90 minutes, or one half unit of Integrated ENL instruction per week. An administrator will approve and monitor the ENL schedule for the duration of the school year.
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.

Although all instruction is conducted in English, students are provided with native language supports whenever possible. This is accomplished in many ways including but not limited to native language translations for exams, interpretation services, the use of L1 to English glossaries and dictionaries. All ENL and classroom instruction is common core aligned. The ENL teacher will follow grade level Journeys vertical maps when planning instruction. The ENL teacher provides content area support for ELLs by rephrasing and reframing tasks, using graphic organizers to provide students with a visual framework for understanding, using domain specific sentence frames, and directly teaching academic vocabulary. ENL students work towards language objectives to support them in acheiving content objectives. Our staff follows several priciples in order to guide teachers, ELL specialists, curriculum planners and administrators as they work together to develop methods and materials to help ELLs meet the CCSS. We regard ELL's native language(s) as assests, and use them in bridging prior knowledge to new knowledge , and in making content meaningful and comprehensible. Classroom practice facilitates the development of discipline specific language competencies to help students integrate their language development with the conceptual understandings they are acquiring within different disciplines. All instruction is guided by the Common Core learning standards and includes opportunities for students to engage in oral and written discourse in which they present explanations, make conjectures, justify conclusions and argue from evidence across all disciplines. Our instruction adresses the needs of students with various levels of English proficiency and with a variety of prior school experiences. Instruction moves students forward by meeting them where they are and facilitating access to rigorous

disciplinary language and content standards. Instruction provides the necessary support to ensure that all ELLs comprehend disciplinary texts and tasks. This enables students to acquire the language and knowledge they need to become more independent learners. Finally we use diagnostic and formative assessments to identify students' knowledge and academic language competencies in order to guide instructional practice.

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

Native Spanish speakers are given the Spanish LAB exam in order to appropriately evaluate, and determine language dominance upon admission. Additionally students are given the option to take New York State Math and Science exams in their native language when available or through the use of an interpreter via the Department of Education's Translation and Interpretation .

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

Students are formally evaluated in listening, speaking, reading and writing via the NYSITELL upon enrollment and NYSESLAT each spring. Additionally ENL teachers provide students and families with an ELL specific progress report three times a year, which focuses on all four modalities of English language acquisition. Data is acquired in a variety of ways including formal and informal assessments, student's classwork, writing pieces, conference notes, and Performance Based Assessments.

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

None of our current students are considered to have had interrupted formal education (SIFE). In the event of future admissions we will administer the oral interview questionnaire and the Literacy Evaluation for Newcomer SIFE (LENS) for applicable languages. These students will then receive intensive language instruction along with content area instruction via our Integrated ENL model.

Accordingly, we do not have any students who are considered Long-term ELLs, having received ENL instruction for seven or more continuously enrolled school years in the United States. Upon admission these students would be considered to receive additional academic support services by the RTI team.

In order to best accommodate newcomers, native language "buddies" are assigned to each student when possible to lessen the stress of entering a new environment where communication and cultural norms differ from their own. Newcomers also receive small group instruction tailored to their individual English Language Acquisition needs. To help prepare these students for the New York State ELA exam which they are required to participate in after only one year of attendance in a U.S. school, they will be invited to participate in an afterschool or Saturday program. This program introduces students to the format of taking standardized tests as well as other test taking strategies. This group of students is also encouraged to use L1 to English dictionaries and glossaries, they may receive translated versions of New York State Math and Science exams, or interpretation services to participate in these exams, and we also utilize the native language supports provided within the Imagine Learning program.

Developing ELLs, who have received ENL services for four to six continuously enrolled years in the United States, are provided with UDLs at their instructional level to make classroom content accessible to all. Additionally the Integrated ENL program mirrors classroom content and objectives to support students towards achieving individual goals. Students within this category, who are considered "at-risk" according to the AMAO tool, and through recommendations of the classroom and ENL teachers as well as any service providers, may receive additional Academic Intervention Services when deemed appropriate.

Former ELLs will receive testing accommodations and one half unit or ninety minutes of Integrated ENL instruction for two years after scoring at the Commanding (formerly proficient) level on the NYSESLAT.

All ENL students also receive differentiated instruction through the Imagine Learning software program that supports and scaffolds them through independent practice and native language supports. All ENL students are invited to the Title III morning program. The program is held twice a week, for an hour each day. K-2 students meet on Thursdays and 3-5 students meet on Fridays. The students are taught in an integrated model and are supported by the ENL teacher and a Common Branch/Special Education teacher. All ENL students and parents are invited to attend Homework Help once a week during parent engagement time.

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.

For students re-identified as ELLs or Non-ELLs our school will ensure that the student's academic progress has not been adversely affected by the re-identification by following Phase 2 of the Re-identification process. The principal will consult with qualified staff members including the ENL and classroom teachers, any service providers, the child's parent or guardian and the child themselves. If the principal, based on the recommendation of the qualified personal and consultation with the

parent or guardian believes that the student may have been adversely affected by the determination, the school will provide additional support services as per CR Part 154-2.3 J. The principal may reverse the determination within the same 6 to 12 month period, pending consultation with the superintendent or his/her designee.

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?

Grade appropriate English Language Arts, Math, Social Studies, and Science curriculum are taught using various differentiating, and scaffolding techniques. Examples of these techniques include graphic organizers, TPR, realia, hands-on, and multisensory lessons. The entire school is implementing the Journeys CCSS aligned program for literacy. Each lesson outlines specific scaffolded instruction for English Language Learners as well as strategic support. Additionally Houghton Mifflin’s Common Core aligned Go Math! Program is being utilized. Each lesson outlines differentiated instruction activities and has an RTI plan for each tier. We ensure that all ELL-SWDs receive all mandated services by giving each teacher who works with the student access to their IEP. Additionally all service providers (Speech Therapists, Occupational Therapists, Physical Therapists, ENL Teachers, Guidance Counselors etc.) are given SEC Reports which list students in need of services. Once providers call in a start of service students are removed from the SEC report.

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

In order to meet the needs of our ELLs identified as having special needs, our staff is comprised of a variety of support specialists. This includes a part-time social worker, and a full-time Psychologist, Occupational, Physical, Hearing and Speech Therapists. In addition, monolingual and bilingual paraprofessionals are assigned to our ELLs when appropriate. ELLs that are identified as having special needs have an Individualized Education Program (IEP) that outlines expected educational outcomes for each student and recommends specific interventions. These services are monitored by the Department of Education and the Administrators of Special Education to ensure, that special education ELL students are placed in the legally-mandated least restrictive environment (SETSS, ICT, Self- Contained). To determine the proper educational setting for ELL-SWDs there is a consultation with parents, teachers, and the school assessment team, including a bilingual clinician. Our school uses flexibility in programming to mainstream SWDs whenever possible. Students in Self-Contained Special education classes participate in physical education classes with general education students. Additionally some students are mainstreamed for certain subjects on a case by case basis. When receiving ENL services, students with special needs are placed in groups with students of similar grades and English proficiencies. These groups contain both children who have IEPs and those who do not.

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

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

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

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

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

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

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

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

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

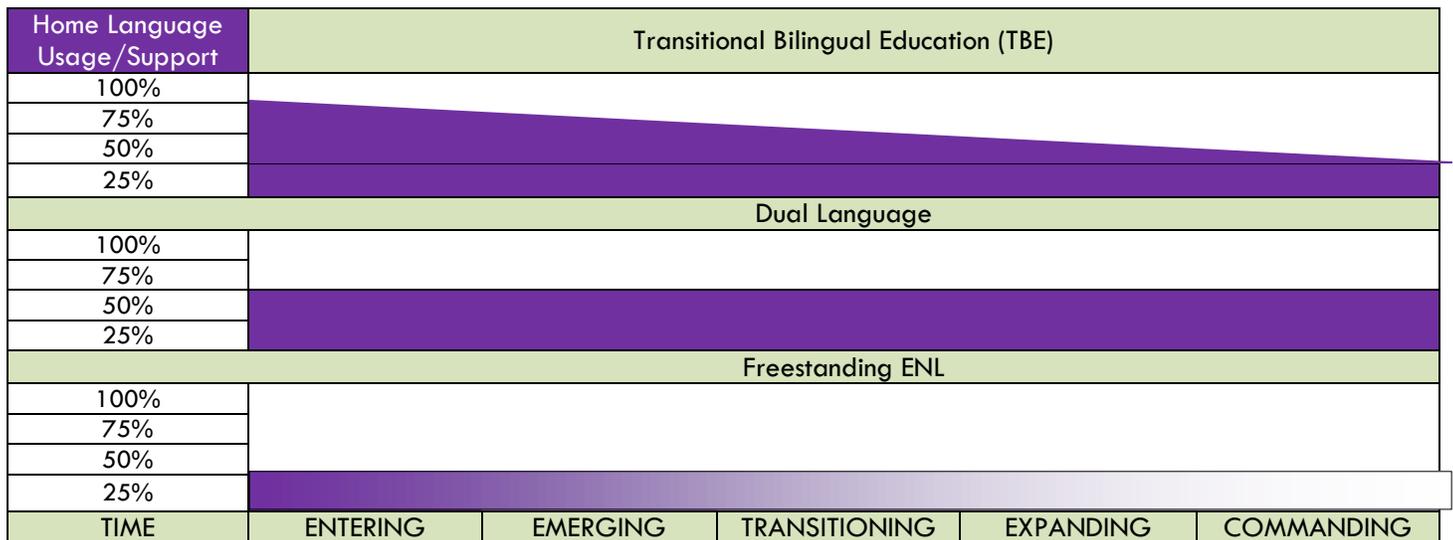


*: Chart “r approved services” does not apply to New York City at this time.

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. Targeted intervention programs for ELLs in ELA, Math, and other content areas are provided by an Academic Intervention Services teacher to former ELLs. Students are chosen to receive AIS based on achieving levels 1 or 2 on state tests, or by teacher recommendation. Students in grades 3-5 receive instruction via Achieve 3000, and grades 1-2 use Leveled Literacy Intervention. Students receiving support in math are given instruction through the Go Math! intervention program. All instruction is provided in English.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
In order to measure our English as a New Language program's effectiveness, students are routinely assessed throughout the school year. Formal and Informal classroom assessments such as TCRWP running records, unit exams, student portfolios, conference notes, teacher observations, exit slips, performance based assessments and New York State ELA, Math, and Science exams are used to determine the progress of our students. Additionally, the analysis of the NYSESLAT provides information as to student progress toward English language proficiency. We use this data to reflect upon our how effective our Stand Alone ENL program is.
12. What new programs or improvements will be considered for the upcoming school year?
After reflecting upon the effectiveness of our ELL program in the past we have identified some strengths and needs for improving instruction. For example, we have found that simply grouping students by grade level is not the most effective way to plan for instruction. Instead more of an emphasis will be placed on grouping students based upon their language proficiencies. Our school plans on adopting the Journeys Common Core reading program in all grades for the 2015-2016 school year. Within this program's rigorous Common Core instructional design, there are digital learning tools, including mobile apps and interactive whiteboard lessons. Each lesson is imbedded with instructional scaffolds and differentiation to meet the needs of all students.
13. What programs/services for ELLs will be discontinued and why?
For the 2015-2016 school year we will be discontinuing the use of Pearson's ReadyGEN ELA program. Upon input from teacher inquiry teams the Instruction Team has decided to discontinue this program. The general consensus was that it did not address the needs of all students and was lacking instruction of skills and strategies.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs are afforded equal access to all school programs. ELLs participate in science, social studies, library or physical education classes throughout the school day. Additionally, many students receive related services such as Counseling, Speech, Occupational, and Physical Therapy when necessary. Our school currently offers NIA, a community based after school program to ELL and Non-ELL students. There are currently nineteen English Language Learners enrolled in the program, which is approximately 15 % of the total participants. All current and former ELLs are invited to our Title III morning program which runs from October through June. We send invitations to students in both English and the home language when available. Currently there are 32 of our 81 current and former ELLs attending (38%).
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.
Materials such as Smartboards, laptops, scanners, document cameras, Foundations phonics program, Journey and Go Math! ELL scaffolds, manipulatives, picture libraries, hands on science materials and leveled libraries are used to support ELLs. The Imagine Learning program is also utilized with ELL students.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Although our school only has an English as a New Language program, native language support is provided to some of our students with special needs through the assignment of bilingual paraprofessionals. These paraprofessionals remain with students throughout the school day and provide native language support when necessary, in order to make lessons and assignments accessible to students. Additionally, multilingual libraries, glossaries, and dictionaries are made available to students.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
In programming, students are placed in groups with other ELLs on their grade level whenever possible. This allows the ENL teacher to follow grade level curriculum, supporting content being taught in the classroom. As there are significantly less students who scored beginner or intermediate on the NYSESLAT or NYSITELL, those students may be grouped with other ELLs in subsequent grades. ELLs with special needs are placed in groups with students of similar age and grade levels when receiving services and resources. Students may be grouped for ENL services within two continuous grades.
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).
We are now able to identify newly enrolled ELLs prior to the school year, with the early administration of the NYSITELL to pre-enrolled students. This is facilitated by the ENL teacher, Diana Puma. Otherwise students are administered the NYSITELL

examination within ten days of enrollment (if enrollment occurs during the school year) or within the first ten days of the new school year. This exam identifies if a student is entitled to ELL services. Other than assessing students we do not currently have activities to assist newly enrolled ELLs before the school year.

19. What language electives are offered to ELLs?

Although parents have the option of choosing a bilingual program option for their child's education, and accepting a transfer to a school that has such a program, we do not currently offer any language electives at this time.

20. For schools with dual language programs:

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

Not Applicable

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

Throughout the 2013-2014 and 2014-2015 school years, teacher inquiry teams analyzed student samples, with a focus on our English Language Learner (ELL) and Student with Disability (SWD) populations. Utilizing our findings, in addition to teacher evaluations using The Danielson Framework data, and a needs assessment completed by teachers, we reflected and created our professional development focus for the 2015-2016 school year. As a result, all staff at P.S. 52 will employ a whole school initiative to raise student achievement by maximizing student engagement. We will work to ensure that all students are intellectually engaged with challenging yet accessible content through well designed learning tasks and activities that require complex thinking by students. Imbedded within our comprehensive professional development plan we have several ELL specific topics, geared towards teachers and staff who work with ELLs to support their learning and increase their English language proficiency. We plan on conducting professional development study groups by utilizing resources provided via the Office of English Language Learners Video library. Tentative topics, attendees and providers are as follows:

 - Text Complexity and English Language Learners: Building Vocabulary/ Increasing Levels of Text Complexity Across Grade Levels, to be attended by general and special education teachers, Assistant Principals, the Guidance Counsellor, school psychologist, speech therapists and paraprofessionals to be facilitated by Diana Puma, TESOL certified ENL teacher.
 - Challenges and Opportunities in the ELA CCSS, 3 sessions, to be attended by general and special education teachers, Assistant Principals, the Guidance Counsellor, school psychologist, speech therapists and paraprofessionals in grades kindergarten through third, facilitated by Diana Puma.
 - Teaching Vocabulary to English Language Learners, to be attended by general and special education teachers, Assistant Principals, the Guidance Counsellor, school psychologist, speech therapists and paraprofessionals, facilitated by Diana Puma.
 - Response to Intervention: Implementing an effective RTI model for ELLs, 3 sessions, to be attended by all teachers K-2, facilitated by Nicole Perez and teachers 3-5, facilitated by Diana Puma.
 - Common Core Framework for ELLs: Helping Teachers Implement Literacy CCSS for ELL Students, 2 sessions, to be attended by all teachers K-2, facilitated by Nicole Perez and teachers 3-5, facilitated by Diana Puma.

These professional development sessions meet the seven or ten hour professional development requirement for new teachers. As per CR part 80 a minimum of fifteen percent of the required professional development hours for all teachers will address the needs of English Language Learners.

Diana Puma, the TESOL licensed ENL teacher will attend and turnkey various professional development offerings through out the school year. Some topics up to this point include, Grant Writing Workshop: Writing to Improve ENL Education, Oral Language Development with Thinking Routines, The New CR Part 154.2 and .3, ELL policy and Reference Guide, and LAP Technical Assistance.

Maria Fontanez, the pupil accounting secretary attended a workshop on STARS which also outlined the admissions process for incoming ELLs.

Dolores Galyas, the Parent Coordinator attended an ELL Parent Conference, and will be part of the planning committee for an ELL Parent Conference on Staten Island on March 5, 2016.
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?

We have multiple sessions planned for professional development to be presented to all teachers of ELLs, including ENL teachers, to support ELLs in engaging in the Common Core Learning Standards. Our school will offer a 2 session professional development titled Common Core Framework for ELLs: Helping Teachers Implement Literacy CCSS for ELL students. Additionally we will have a 3 session professional development, Challenges and Opportunities in the ELA CCSS. We will utilize resources found on the Department of Education's, Office of English Language Learners, Educator Resources, including their video library, and research briefs geared towards supporting ELLs literacy development. Diana Puma, the TESOL licensed ENL teacher will attend and turnkey various professional development offerings through out the school year. Some topics up to this point include, Grant Writing Workshop: Writing to Improve ENL Education, Oral Language Development with Thinking Routines, The New CR Part 154.2 and .3, ELL policy and Reference Guide, and LAP Technical Assistance.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

In order to assist ELLs as they transition from elementary school, P.S. 52 has intervisitation with community middle schools. Information is sent home to the families regarding transition and choosing future programs. Middle schools offer open houses for students and families. A May/June trip to the local junior high school is also planned in order to acclimate students to their future setting. Representatives from local middle schools visit P.S. 52 and meet with students to explain programs available to them. Additionally Paul Helfman, the Director of School Enrollment provides a workshop to the Parent Coordinator and parents of fifth grade students explaining school choices, programs available, and tips for transitioning successfully
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.

According to CR Part 154.2, fifteen percent of the total professional development hours for all teachers must be ELL specific. Additionally ENL teachers will receive ELL specific professional development for fifty percent of their total pd hours. We meet these requirements by scheduling and implementing professional development according to these guidelines. We have scheduled nine ELL specific PD sessions for the 2015-2016 school year, topics listed above. That equates to roughly twenty five percent of the total professional development. We retain sign in sheets and agendas for all sessions. Individual teachers who hold a professional certificate are also required to track all professional development in order to meet the 175 hour requirement during each five year PD cycle. Furthermore, ENL teachers attend professional development offered by the Department of ELLs. We will continue to ensure that all staff receive the required time of PD for the 2016-2017 school year. Some workshops attended during the 2014-2015 school year included NYSESLAT training, Language Allocation Policy Development, and Translation and Interpretation Plan Implementation.

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?

Our school will coordinate annual individual meetings with parents of ELLs to discuss goals of the program, their child's language development progress, the results of language proficiency assessments (NYSESLAT and NYSITELL), and the student's language development needs in all content areas. These meetings will take place on Tuesday afternoons during parent engagement time. This will be in addition to the DOE scheduled parent teacher conferences and the mandated parent orientation meetings. Attendees will include the child's classroom teacher, ENL teacher, related service providers and a parent or guardian. We will utilize bilingual staff members (names listed above) for interpretation for Russian, Spanish, Arabic and Albanian families when requested. For all interpretation in a language other than those mentioned above, we use the Department of Education's Translation and Interpretation unit's Over-the-Phone Interpretation Services. Parents are invited to these meetings which may take place either in person or over the phone, via appropriately translated letters. Copies of these letters as well as documentation of these meetings is maintained by the ENL teacher.

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

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

In order to involve and engage parents in the academic success of their children we plan various activities, many which are specifically targeted to parents of ELLs. Parents of ELLs are offered free adult ESL classes. These classes are taught by a teacher who holds a TESOL license, using various materials including but not limited to the ESL Pathways program, which has content based English lessons tailored to adult learners. ELL students and their parents are also invited to free "Homework Help" sessions, each Tuesday during parent engagement time. During this time the the ENL teacher shares strategies for parents to help their children with homework. We will also engage parents by holding an information session to familiarize them with the home connection reports that will be sent home, once their child begins utilizing the Imagine Learning program. We will have bilingual support staff on hand to facilitate discourse and assist parents in asking any questions they may have about the reports which will be sent home in the family's native language when available. Additionally, all families are invited to monthly parental engagement activities in the classroom where they have the opportunity to view their child's work, and participate in a variety of learning activities.

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

We do not currently partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents.

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

We offer the programs mentioned based on the responses given on parent surveys which are sent home with the students in September via our Parent Coordinator Dolores Galyas. Ms. Galyas collects forms and evaluates the responses given. ELL specific workshops include a two part series How to Support Your ELL Student at Home. Parent surveys and letters notifying parents of these opportunities are sent home in English and the families' native language when possible. We utilize the Translation and Interpretation Unit's services to accomplish this.

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

We have found that families of ELLs are looking for ways to support their child's English Language development at home and therefore offer them tools to be able to help them in English, via Adult ESL. By providing interpretation for many of the languages of our families we ensure that all parents of ELLs may participate in all school activities. The Parent Coordinator, Dolores Galyas maintains a list of parents requesting interpretation and translation services, and ensures that they are provided.

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: The John C. Thompson School**School DBN: 31R052**

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)
Jane McCord	Principal		10/29/15
Annette Moncada	Assistant Principal		10/29/15
Dolores Galyas	Parent Coordinator		10/29/15
Diana Puma	ENL/Bilingual Teacher		10/29/15
Sofia Ayzenmesser	Parent		10/29/15
Daniel Castro/ 2nd Grade	Teacher/Subject Area		10/29/15
Lauren Mackey/ 4th Grade	Teacher/Subject Area		10/29/15
	Coach		1/1/01
	Coach		1/1/01
Keith McFall	School Counselor		10/29/15
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
Jessica Galgano	Other <u>SETSS</u>		10/29/15
Joanne Cancel	Other <u>Assistant Principal</u>		10/29/15
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **31R052**

School Name: **The John C. Thompson School**
Superintendent: **Anthony Lodico**

Before you begin, please check the following:

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

In order to assess our school's written translation and oral interpretation needs each parent/guardian is given a home language survey when their child registers for P.S. 52. This survey includes questions for parents/guardians to indicate the language in which they prefer information to be given, and what language they prefer for oral communication. We utilize the RHLA report in ATS to access families home languages. Additionally, a Language Needs Survey is given to Pre-K students and remains in the child's cumulative folder. Also, if parents indicate a different language preference other than English, they are then informed in writing (in their native language) of our schools translation and interpretation services.

Furthermore, translated letters are sent home to families prior to the first Parent-Teacher Conference asking if they would like the service of an interpreter during conferences. If the parent indicates their interest, an interpreter is found and provided either by a bilingual staff member or through the Translation and Interpretation unit.

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.

Based on the section of the HLIS where parents indicate their preferred method of oral and written communication with the school, Pre-K Language Needs Surveys and the RHLA report from ATS we have found the following for the 2014-2015 school year; Eight families requested communication with the

school in both Arabic and Chinese, five families requested communication in both Albanian and Polish, nineteen families requested communication with school in both Spanish and Russian, and one family requested communication in Urdu. We will review and revise this information in September for the 2015-2016 school year.

We are fortunate to have many staff members who are bilingual and are willing to help when a parent is in need. We also utilize the services provided by the Translation and Interpretation unit. These findings were reported to the school community through the School Leadership Team and PTA.

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.)

Written translation services for documents such as letters, notices, flyers, permission slips, consent forms, parent handbooks, hearings, suspension letters and any other information that needs to be disseminated to an ELL parent or any other written communication will be provided in families' requested native language whenever possible. Some examples include announcements for Parent Teacher Conferences, invitations for Title III and NIA before or afterschool programs, ELL Progress Reports and class newsletters. Translations are completed by school staff or we utilize the services provided by the NYCDOE Translation and Interpretation Unit. In order to get these materials to parents in a timely manner requests for translation are sent as far in advance as possible. Also, any information provided by the school staff on E-Chalk (www.ps52.org) can be translated into twenty-four different languages using the website's own software. Important documents such as The Parent Bill of Rights, Safety Plans and interpretation notice signs are obtained by the Parent Coordinator via the NYCDOE website.

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.

Formal face-to-face meetings our school typically has with parents throughout the school year include the four scheduled Parent-Teacher Conferences one each in September, November, March and May. Curriculum Conferences are held in September to familiarize families with expectations and goals for the school year. Each week during Parent Engagement time parents have the opportunity to meet with their child's teachers to discuss their academic progress. Parents of ELL students will have an additional meeting with the ENL teacher, classroom teacher and any service providers once each year.

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.

To meet the identified translation needs stated above, our school utilizes bilingual staff members when possible. Otherwise, we utilize the written translation services provided by the Department of Education's Translation and Interpretation Unit. We aim to send translation requests well in advance to ensure materials can be sent to parents in a timely manner.

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.

During Parent Teacher Conferences, as well as informal meetings set up by parents or staff members, interpreters are often utilized. When available, these interpreters are part of the school staff, or parent volunteers. Additionally, the DOE provides an interpretation hotline which employs interpreters in over 150 languages. This service is available during business hours.

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.)

Our school staff is made fully aware of all translation and interpretation services via faculty conferences, reminders by the ENL teachers and in writing in the monthly faculty notes.

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

In order to fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services, the school's policy is to notify parents of the services that the school offers. We meet this requirement by making sure all parents whose primary

language is not English are aware that we offer translation and interpretation services. When it is established that the parents have another primary language then they are verbally notified of the services. Also, written notification in their primary language is sent home. Additionally there is a posted notice in many different languages on the PTA bulletin board indicating which interpretation and translation services are available.

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)

To gather feedback from parents on the quality and availability of services provided we use the NYC School survey which asks questions pertaining to communication with the school staff, administration and community.