

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):	31R055
School Name:	P.S. 055 HENRY M. BOEHM
Principal:	SHARON FISHMAN

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: The Henry M. Boehm School School Number (DBN): 31R055
PreK-5
Grades Served: _____
School Address: 54 Osborne Street Staten Island, New York 10312
Phone Number: 718-697-5200 Fax: 718-356-0114
School Contact Person: Sharon B. Fishman Email Address: Sfishma4@schools.nyc.gov
Principal: Sharon B. Fishman
UFT Chapter Leader: Nicole Puglia/Courtney Gill
Parents' Association President: Nina Gulemmo/Pamela Molloy
SLT Chairperson: Susanne Gainer/ Charles Stephen
Title I Parent Representative (or
Parent Advisory Council
Chairperson): N/A
Student Representative(s): N/A

District Information

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

Borough Field Support Center (BFSC)

BFSC: Kevin Moran Director: _____
Director's Office Address: 715 Ocean Terrace-Building A-Staten Island, NY 10301
Director's Email Address: Kmoran2@schools.nyc.gov

Phone Number: 718-556-8367

Fax: 718-391-6109

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Sharon B. Fishman	*Principal or Designee	
Nicole Puglia	*UFT Chapter Leader or Designee	
Pamela Molloy	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative (staff), if applicable	
N/A	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Cheryl Maniscalco	Member/ UFT	
Sue Gainer	Member/ UFT	
Lynette Murdico	Member/ UFT	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Stacy Ragusa	Member/ UFT	
Jillian LaBella	Member/ Parent	
Mary Grimaldi	Member/ Parent	
Lori Anwar	Member/ Parent	
Debbie Powell	Member/ Parent	
Kristen Burko	Member/ Parent	
	Member/	
	Member/	
	Member/	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

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. 55 is to create an exciting world of learning, where every student can learn and achieve. As a learning community, we will work collaboratively to modify and adjust instruction and performance tasks so all students have access to the learning, as well as engage in productive struggles of learning. Instruction and tasks are rigorous, teaching students how to think for themselves, organize information and create mental models, integrate individual skills into whole sets of processes, and apply what they learn into new situations.

We have approximately 650 students in grades Pre-K through 5th grade.

One of our greatest achievements in creating an exciting world of learning is our Buddy Program. Each year our 5th grade students are paired up with a "buddy" kindergarten student. The 5th grader writes their new buddy a letter welcoming them to the school. A meet and greet is organized during the summer where they meet for the first time, play games together and get to know each other. There are activities planned throughout the year to help foster this "big brother" type relationship. The philosophy behind this program is to make the transition easier for our new students, while instilling a sense of responsibility in our 5th graders. All benefit from this program.

This is just one initiative that creates an environment where students are excited to come to school. Another program is our partnership with Dancing Classrooms, where our 5th grade students spend ten weeks learning five different ballroom dances. The students learn about the origin of the dances and their history, as well as participate in a city-wide competition. We have partnered with the local YMCA to teach swimming and water safety to each of our second grade students. Our student council has the responsibility of carrying out our sustainability initiatives including recycling. They run our school store, which helps raise funds to support programs and provide materials our students need. Additionally, we have a talent show so students can let their skills and talents shine. We host a career day that brings in parents and community residents, demonstrating a wide variety of occupations, allowing our students to make connections between learning, college and career readiness, and their roles as lifelong learners. Other exciting programs include; physical education, performing arts classes, music appreciation (grades K and 1), recorders (grade 2), chorus (grade 3), violins (grade 4 and 5), band (grade 4 and 5), visual arts classes, technology classes, technology club for students in grade 5, after school enrichment programs, Saturday Academy for "test prep", and monthly School Spirit days.

When it comes to scheduling, we have created a block of time that allows all teachers to work with targeted groups of students for academic intervention, guided reading, or enrichment. Because this is not a prep period, all teaching staff is available to target individual students.

Our Professional Learning time on Monday is differentiated based upon the needs of the staff and is led by teacher leaders, as well as school leaders. One particular structure that we have in place during Professional Learning is ensuring time for both vertical, as well as horizontal team collaboration. This ensures key learning and best practices are shared among all teachers/grades.

As part of our commitment to strong family and community ties, we offer parents opportunities to attend a variety of workshops conducted by teachers during the family engagement time on Tuesday afternoons, as well as evening and Saturdays. Some of the workshops planned include, "Theatre and the Common Core", "The Writing Process in 5th Grade", "How to Work with Your Child at Home", "Math Strategies in Grade One", "Subtraction Strategies", "Using

'Show Me' to Assist My Child", "Testing, and How to Support and Prepare Your Child for the State Tests". Additional workshops are planned throughout the year as needs arise.

The statistics show that our students outperformed the city and district averages in both ELA and Math. Although we have made modest growth in both English Language Arts and Mathematics, our action plans focus on action that will lead to student growth. When compared to schools in our peer group, our progress was rated "poor" in mathematics for "all students" and for "lowest performing students". In ELA, we were rated "poor" for "all students", and our "lowest performing students" rated "good". We are confident that through our instructional focus: "Using teaching strategies that strategically provide multiple entry points and high-quality supports so that all learners, including ELL's and SWD's, are engaged in appropriately challenging tasks and demonstrate higher-order thinking skills in student work products (1.2) and our focus around teacher assessment practices that consistently reflect the varied use of ongoing checks for understanding and student self-assessment so that teachers make effective adjustments to meet all students' learning needs and students are aware of their next learning steps (2.2)", we will improve student progress.

31R055 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	645	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		0.8%	% Attendance Rate	94.0%
% Free Lunch		26.3%	% Reduced Lunch	8.6%
% Limited English Proficient		1.7%	% Students with Disabilities	24.5%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		0.5%	% Black or African American	1.2%
% Hispanic or Latino		8.3%	% Asian or Native Hawaiian/Pacific Islander	2.7%
% White		86.9%	% Multi-Racial	0.5%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		5.08	# of Assistant Principals (2014-15)	1
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.1%	Average Teacher Absences (2013-14)	9.31
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		39.7%	Mathematics Performance at levels 3 & 4	51.3%
Science Performance at levels 3 & 4 (4th Grade)		89.6%	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate		N/A		
Overall NYSED Accountability Status (2014-15)				
Reward			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		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		YES	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		YES	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		YES	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		

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

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

Part 1 – Needs Assessment

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

Based on the NYS Common Core 2015 ELA scores (Grades 3, 4, 5) 10% of students with disabilities (SWD) met proficiency (performing at level 3 or 4), 65% of SWD performed at level 1 and 24% performed at level 2. There was 1 SWD performing at level 4. Further data analysis revealed that 77% of our SWDs are boys and 33% are girls. The data revealed that there is a significant gap between gender performances.

Our school received a Proficient on our Quality Review (QR) 2013 – 2014. We received a proficient for QR indicator 1.2. The report stated the following: “Some classrooms learning tasks remain teacher directed, which hampers students from demonstrating higher order thinking. The lack of consistency in the delivery of these common practices to engage and provide access for all students hinders instructional coherence across all classrooms, as evidenced by uneven levels of student understanding in oral and written work products.”

Informed by Capacity Framework Element – Rigorous Instruction, current data and our most recent QR, there is a need to refine the use of strategies that provide scaffolds and multiple entry points, especially for SWDs. This needs assessment informed the development of the annual goal listed below.

Part 2 – Annual Goal

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

By June 2016 all teachers instructing SWDs will implement targeted instructional strategies that will result in a 10% increase of SWDs scoring at or above proficiency (Level 3 and 4) as measured by the NYS ELA assessment.

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>
<ul style="list-style-type: none"> • The school leaders and staff support and facilitate the quality implementation of rigorous, coherent curricular and resources (ReadyGen, Wilson, MobyMax) in September aligned to the Common Core Learning Standards in PreK-5. • Teachers will administer the beginning of year baseline assessment (ReadyGen) in late September as well as a beginning- of -year assessment using the MobyMax (online intervention program) to all SWDs performing below proficiency level. • Implement intervention for SWDs and Academic Intervention Service (AIS) students in classroom using MobyMax, a research based, online program with embedded assessments that focuses on developing student’s fluency, vocabulary, comprehension and writing. Other interventions (Wilson, Fountas and Pinnell intervention program, as well as teacher- designed intervention) tailored to student’s specific areas of need. • Teachers will conference with SWDs a minimum of two times per week to monitor student progress, collaborate on setting learning goals and provide strategies to support student learning. • Each of the target students (males SWDs) will be partnered with a support staff buddy (SSB), thus addressing the “whole child”. • A school -based inquiry team will meet once a month to analyze student work, discuss implications and next steps. • Saturday Test Prep Academy for all students. <p>Professional Development</p>	<p>All Students</p> <hr/> <p>All Students</p> <p>All SWDs</p> <p>and AIS</p> <p>Students</p> <p>All SWDs</p> <p>SWDs-Boys</p> <p>SWDs-Boys</p> <p>All</p> <p>Students</p> <p>All</p> <p>Teachers</p> <p>All</p> <p>Teachers</p> <p>K-2</p> <p>Selected</p> <p>Teachers</p>	<p>9/2015-10/2015</p> <p>10/2015-6/2016</p> <p>110/2015-6/2015</p> <p>12/2015-6/2016</p> <p>12/2015-6/2016</p> <p>12/2015-6/2016</p> <p>12/2015-6/2016</p> <p>3/2016-4/2016</p> <p>9/2015-6/2016</p> <p>10/2015-6/2016</p> <p>10/2015-6/2016</p> <p>9/2015-6/2016</p> <p>10/2015-6/2016</p>	

<ul style="list-style-type: none"> Teacher teams will engage in in-house learning communities facilitated by school/teacher leader, which will focus on the following: Vocabulary for the Common Core, Formative Assessments; Analysis of Student Work using Specific Protocols; Teacher Leadership Program Inquiry Cycle Protocol; Questions that Promote Comprehension and Collaboration (3b); Engagement vs. Compliance (3c); UDL re-visited. Teacher teams will engage in in-house Professional Learning to improve pedagogy in order to impact student achievement in our early childhood grades. 	School Leaders, Teacher Leaders Parents, and Families of All Students			
<ul style="list-style-type: none"> Teacher teams/school leaders will engage in outside Professional Learning Communities facilitated by the Borough Team, in the areas of Mathematics, Literacy, Special Education and English Language Learners (ELLs). 				
<ul style="list-style-type: none"> School leaders and teacher leaders will engage in additional professional learning opportunities offered by our District Superintendent/District Staff. 				
<ul style="list-style-type: none"> Workshops will be offered to families and community members, which align to our 2015-2016 instructional focus. 				

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"> Use of teacher leaders, school leaders, for demonstration of modeling, developing norms and common language among teachers and students in the implementation and development of curriculum, development of assessments, and analysis of data for the subject grade. The Danielson Framework and Advance for teacher evaluations to impact student progress. MobyMax license Scheduling for intra/inter-visitations Engaging in intra/inter-visitations, out of school professional learning, teacher team meetings, and at least three periods of common prep time (already in schedule) to allow for common planning, professional learning, and other structures to foster teacher collaboration. (Initial 75 Days of Per Diem) Use of the NYC DOE resources such as the Common Core Library, Engage NY, Teacher Effectiveness Site, student support instructional resources recommended by the DOE Handbook for Professional Learning, professional texts (all available in our school created Teacher Center). OTPS/school fund/ self-sustaining funds for teachers, supervisor per session, as well as student consumables and workshop materials. 											
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	X	PTA Funded		In Kind	X	Other
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Part 5 – Progress Monitoring

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

By March 2016 there will be a 1.5 grade level (as measured by the MobyMax program) improvement.

Our school wide Inquiry Team will analyze results of Fountas and Pinnell Running Records, ReadyGen Unit Performance Tasks, as well as MobyMax data on a monthly basis starting in January 2016. Data will be discussed at Monthly SLT Meetings.

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.

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.

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>

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.

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

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21st 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.

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

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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.

Although we scored “effective” in component 1.2 our 2013-2014 Quality Review (develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products), it states that “some classrooms learning tasks remain teacher directed, which hampers students from demonstrating higher order thinking. The lack of consistency in the delivery of these common practices to engage and provide access for all students hinders instructional coherence across all classrooms, as evidenced by uneven levels of student understanding in oral and written work products.” This also connects to the achievement data found in our New York State assessment data that shows us that SWDs score significantly lower than our general education population. In addition, we scored “developing” in component 2.2 (align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels).

In our 2014-2015 School Survey Report, 100% of our teaching staff feel they use multiple forms of student achievement data to improve instructional decisions. In addition, 100% of our teaching staff feel they work together on teams to improve their instructions practice, and 98% feel that their professional development experiences include opportunities to work productively with colleagues.

Part 2 – Annual Goal

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

By June 2016, all teachers will work collaboratively in horizontal and vertical teams to ensure that they align assessments to curricula using ongoing assessments and grading practices, and analyze information on student outcomes to adjust instructional decisions at the team and classroom levels that will result in a score of “effective” on our School Quality Review. There will be a specific focus on Learning Intentions, Relevance, and Success Criteria, providing actionable feedback to students in order to increase students awareness of their next learning steps and ability to use feedback to make adjustments to their work”.

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>Teachers will share learning intentions, relevance, and success criteria with all students. They will also document/capture low inference information (data) for individual/groups of students during each instructional period using selected formative assessments. This data will be placed in a binder and used to adjust and modify future instruction.</p>	<p>All Students SWDs, Lowest 1/3, Target Groups</p>	<p>10/2015-6/2016 10/2016-6/2016</p>	<p>All Teachers All Teachers, School Leaders, School Based Support Team</p>
<p>Teachers will engage in grade team inquiry once a week that will focus on the analysis of students work (SWDs, bottom 1/3 target group) and next steps (for students and teachers) using our Inquiry Protocol. (Inquiry Protocol, Collaborative Assessment Conference Protocol, Probing Questions Protocol). Teachers will meet in their vertical teams once a month. School Inquiry Team will meet once a month to do work around male SWDs.</p>	<p>SWDs, Lowest 1/3, Target Group All</p>	<p>12/2015-6/2016 12/2015-6/2016</p>	<p>All Teachers School Leaders School Leaders, SWDs, Lowest 1/3, Target Group</p>
<p>Teachers will conference with SWDs/lowest 1/3 targeted group a minimum of two times a week to monitor student progress and discuss next steps. Following the conference, students will complete a reflection stating their next steps.</p>	<p>Teachers All SWDs, Lowest 1/3, Target Group</p>	<p>12/2015-6/2016 10/2015-6/2016</p>	<p>School Leaders, Teacher Leaders Teacher Leaders</p>
<p>School Leaders will inspect lesson plans looking for evidence of planning, adjustments, questioning, modifications, and differentiation during every observation.</p>	<p>All Teachers</p>	<p>1/2016</p>	<p>Teacher Leaders</p>
<p>School leaders will “conference” with all SWDs/lowest 1/3 targeted group students during each observation looking and listening for entry into the learning, engagement in the learning, self -assessment, and understanding of next steps.</p>	<p>All Teachers</p>	<p>1/2016</p>	<p>School Leaders, Teachers, Parent Coordinator, School Based Support Team</p>
<p>Professional Development</p> <ul style="list-style-type: none"> • Teachers will engage in in-house professional learning communities facilitated by school leaders/teacher leaders which will focus on; Impact work, Formative vs. Summative Assessments; Looking at Student Work Using Specific Protocols; Understanding Our Inquiry Protocol; Providing Actionable Feedback to Students. 	<p>All Parents and Families</p>		

<ul style="list-style-type: none"> Teachers will engage in in-house professional learning communities facilitated by our teacher leaders to design student friendly rubrics that will assist our students in understanding academic expectations promoting student self-assessment and monitoring their own progress. Teacher teams will engage in in-house professional learning communities facilitated by school leaders/teacher leaders in the areas of Universal Design for Learning (UDL). Workshops will be offered to families and community who align to our 2015-2016 instructional focus. 			

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"> Use of teacher leaders, school leaders, for demonstration of modeling, developing norms and common language among teachers and students in the development of assessments, analysis of student work, strategies around next steps, and modifying and adjusting instruction to meet the specific needs of all students, including SWDs and lowest 1/3 target group. The Danielson Framework and Advance for teacher evaluation in order to impact student progress. Scheduling for intra/inter-visitations, inquiry, and common planning. Engaging in intra/inter-visitations, teacher team inquiry meetings, and at least three periods of common planning time to allow for teacher collaboration. Use of the NYCDOE resources such as Common Core Library, EngageNY, Teacher Effectiveness Site, Instructional resources recommended by the DOE Handbook for Professional Learning, professional texts available in our school created teacher’s center. <p>OTPS/school funds/self- sustaining funds for student consumables and workshop materials.</p>

<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

<p>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.</p> <p><u>By April 2016, 100% of all completed observations will include discussions with SWDs, lowest 1/3, and target group. In addition, 100% of all SWDs, lowest 1/3, and targeted group will have evidence of conferences two times per week and their reflections of next steps. Student progress of SWDs, lowest 1/3, and target group will be measured by MobyMax showing a 1.5 grade level improvement.</u></p>
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Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

According to the results of the 2014-2015 School Survey, 79% of teachers feel the administration makes clear to the staff their expectations for meeting instructional goals. Also, 76% of the staff indicated that they feel supported by the administration.

Based on the NYS Common Core 2014 ELA scores (Grades 3, 4, 5) 10% of students with disabilities (SWD) met proficiency (performing at level 3 or 4). 65% of SWD performed at level 1 and 24% performed at level 3. There was 1 SWD performing at level 4. Further data analysis revealed that 77% of our SWD’s are boys and 33% are girls. The data revealed that there is a significant gap between gender performances.

Our 2013-2014 School Quality Review report found the school leaders are proficient in the following indicators: Conveying high expectations that effectively support learning so that students and faculty achieve success in meeting their goals (3.4), school leaders in collaboration with the school instructional team have instituted a Common Core Learning Standards curriculum which has enhanced instructional practices and promotes college and career skills (1.1), the principal organizes resources, partnerships and time effectively to build teacher capacity and support instructional goals in order to achieve success in meeting students’ needs, and school leaders participate in targeted cycles of observation with identified Danielson competencies and provide constructive feedback and meaningful professional development that strengthens pedagogy (4.1). The 2013-2014 School Survey Report revealed that 98% of teachers felt school leaders place a high priority on the quality of teaching.

Part 2 – Annual Goal

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

By June 2016 81% of our teaching staff will state that they feel supported by the administration as indicated by the 2015-2016 School Survey. This will represent an increase of 5%.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>School Leaders will inspect lesson plans looking for evidence of planning, adjustments, questioning, modifications, and differentiation during every observation.</p>	<p>All Teachers</p>	<p>12/2015-6/2016</p>	<p>School Leaders School Leaders</p>
<p>School leaders will “conference” with all SWDs/lowest 1/3 targeted group students during each observation looking and listening for entry into the learning, engagement in the learning, self-assessment, and understanding of next steps.</p>	<p>SWDs, Lowest 1/3, Target Group,</p>	<p>12/2015-6/2016 10/2015-6/2016</p>	<p>School Leaders School Leaders, Grade Leaders</p>
<p>The administration will take the opportunity to model scaffolds and questioning (Lead Learners) that will impact student achievement during classroom visits.</p>	<p>All Teachers</p>	<p>11/2015-6/2016</p>	<p>School Leaders, Special Education Teachers, School Based Support Team</p>
<ul style="list-style-type: none"> • Monthly Grade Leader Meetings (including Cluster Team Leader) will be conducted with School Leaders to gather information from their teams, dispense information to their teams, and give teachers a voice in school-wide decision making. 	<p>All Teachers</p>	<p>11/2015-6/2016 11/2015-6/2016</p>	<p>School Leaders, Teacher Leaders</p>
<ul style="list-style-type: none"> • A school based inquiry team will meet once a month to analyze student work, discuss implications and next steps for all male SWDs. 	<p>Male SWDs</p>		
<p>Professional Development</p> <ul style="list-style-type: none"> • School Leaders/Teacher Leaders will model the protocols from the Teacher Leadership Program during Professional Learning. These are the same protocols that teachers will be asked to use when conducting their inquiry work. This will serve as a vehicle to support the staff and clearly communicate the process/expectations of how we are expected to look at student work and communicate next steps students and for future planning. 	<p>All Teachers</p>		

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.

- Use of school leaders, teacher leaders, grade leaders, for modeling, developing norms and common language among teachers when planning , looking at student work, and designing next steps for students and instruction.
- The Danielson Framework and Advance for teacher evaluations to impact student progress.
- Monday afternoon Professional Learning sessions, scheduled common planning preps.
- Use of Teacher Leadership Program resources and protocols.
- Use of the NYC DOE resources such as the Common Core Library, Engage NY, Teacher Effectiveness Site, professional texts available in our school created Teachers Center.

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.

Progress will be monitored by reviewing 100% of the feedback provided by an anonymous survey designed and distributed at the beginning of March. This survey will focus on questions from the School Survey Report that focus on our teaching staff feeling supported by their school leaders.

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.

According to our 2014-2015 School Survey Report, 21% of parents have been invited to an event at the school more than two times during the school year. Specifically, 3% of parents felt they were never invited to the school and 18% said they were only invited one to two times during the year.

Also noted in the School Survey Report, 8% of parents were dissatisfied with the educational planning and IEP development process at the school.

When analyzing the data of the School Snapshot report, 96% of parents are satisfied with the education that their child has received and 94% of parents feel that the school offers a wide enough variety of courses, extracurricular activities, and services.

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, 90% of parents will indicate on the school survey that they have been invited to the school three or more times for an event such as a workshop, program or performance. This is increase of 11% over the previous school year. There will be a focus on improving the communication about school events, providing information about critical topics such as IEP’s, Testing, Reading and Math Strategies, as well as planning of events and workshops that parents will find valuable.

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>
<ul style="list-style-type: none"> • A survey will be conducted for parents of students with disabilities (SWDs) regarding workshops they would be interested in having that will support their needs. Workshops will be designed and offered based upon these survey results. 	<p>Families of SWDs</p>	<p>11/2015 1/2016-6/2016</p>	<p>Parent Coordinator, SIT</p>
<ul style="list-style-type: none"> • A Parent Based Support Team (PBST) will be formed. This team in partnership with our School Based Support Team (SBST) will help families of SWDs understand the IEP process, special education services and their rights from the perspective of a parent. This will empower parents with the knowledge to help ensure that every student is on a "Shared Path to Success". 	<p>All Families of SWDs</p>	<p>2/1016 9/2015 11/2015-6/2016</p>	<p>Selected Parents of SWDs, Parent Coordinator, Members of our SIT Parent Coordinator, All members of the SIT</p>
<ul style="list-style-type: none"> • A workshop will be provided for families of SWDs about "A Shared Path to Success". Parents will walk through the document so they have a greater insight of how "A Shared Path to Success" helps to create an inclusive school for their children. 	<p>Families of SWDs All</p>		<p>Parent Coordinator, School Leaders, All Teachers Lead Teachers, School Leaders, Parent Coordinator</p>
<ul style="list-style-type: none"> • All school and classroom events will be communicated to families on our school calendar, on the school website, through a class notice or newsletter and through our School Messenger System, 24 hours before an event. • Workshops have been planned for all families including families of SWDs, in order to keep them informed of topics that are important to the success of their child. Workshops included will be: Subtraction Strategies-grade 1, Math Strategies-grade 1, How to work with your child at home-Pre K, The Writing Process-grade 5, How to help your child be prepared for the state tests Grades 3, 4, and 5. Additional workshops will be offered as requests and needs arise. 	<p>Families All Families</p>		

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.

- Use of teacher leaders, school leaders, members of the School Implementation Team (SIT), Parent Coordinator, and Parents on our Parent Based Support Team (PSBST).
- “A Shared Pathway of Success” booklet.
- “echalk” website, PS55.org website, and our weekly parent coordinator newsletter.
- “School Messenger” communication system.

OTPS/school funds/self-sustaining funds for per session, student and family consumables and workshop materials.

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	X	PTA Funded		In Kind	X	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.

By March 2016 there will be a 5% increase in families reporting that they have been invited to more than three events. A survey will be sent to families asking them how many times they were invited to an event or workshop in the school so far this year, as well as asking what additional workshops or events they would be interested in.

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)	NYS ELA Assessment. ReadyGen Beginning of year assessment	MobyMax, IT Program. Fountas & Pinnell Intervention Program	One to one Small Group During School	During School After School Day
Mathematics	NYS Math Assessment Beginning or Year GoMath Assessment	MobyMat IT program GoMath Intevention Program	One to one Small Group	During School
Science	NYS Science Assessment Classroom Assessment	Close Reading Responses	Small Group	In School
Social Studies	Classroom Assessment	Close Reading Responses	Small Group	In School
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	RTI Behavior Assessment FBA/BIP	Positive Behavior Recognition Plan Interactive Role Playing	One to one Small Group	During School

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.
N/A

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).
N/A

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

N/A

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

N/A

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)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[P.S. 055]**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[P.S. 055]** 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)

[P.S. 055] , 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.

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 055
School Name Henry M.Boehm		

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 Sharon Fishman	Assistant Principal Paul Giordano
Coach N/A	Coach N/A
ENL (English as a New Language)/Bilingual Teacher Jennifer DeSantis	School Counselor Mirsada Pelinku
Teacher/Subject Area Cori Sciortino/SETTS	Parent Pamela Malloy
Teacher/Subject Area N/A	Parent Coordinator Lizbeth DeForest
Related-Service Provider N/A	Borough Field Support Center Staff Member N/A
Superintendent Anthony Lodico	Other (Name and Title) N/A

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (excluding pre-K)	637	Total number of ELLs	15	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

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	0	0	0	0	0								0
Dual Language	0	0	0	0	0	0								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	16	Newcomers (ELLs receiving service 0-3 years)	16	ELL Students with Disabilities	5
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	0	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	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	15	0	5	1	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 1

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____	0													0
SELECT ONE _____	0													0
SELECT ONE _____	0													0
TOTAL	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																		
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
TOTAL	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								
SELECT ONE _____									0	0
SELECT ONE _____									0	0
SELECT ONE _____									0	0
TOTAL	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	0	0	1	0	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	4	2	1	1	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	1	1	0	1	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	1	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	1	0	0	0	0	0	0	0	0	0	0	0
Albanian	1	0	0	0	0	0	0	0	0	0	0	0	0	0
Other N/A		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 NYSES LAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	0	0	1											0
Emerging (Low Intermediate)	1													0
Transitioning (High Intermediate)	4	0	1	1										0
Expanding (Advanced)	0	4	3	1										0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

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

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

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 P.S. 55 uses assessments such as the Fountas and Pinnell to assess early literacy skills of our ELLs. This data provides insight into ELLs reading, speaking, listening and writing levels. This data helps inform our school's instructional plan by determining if the students are on grade level or if they need response to intervention (RTI) to reach grade level. If a student is below grade level they will participate in small groups with skill based lessons until they master the skills needed to reach grade level.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 The patterns across the NYSITELL and NYSESLAT reveal that students perform strongest in the listening and speaking portions of the exam than in the reading and writing parts. The ESL teacher uses the results of these exams to prepare lesson plans that address these areas and to improve instruction. She also shares this information with the classroom teachers so they too will know the learning needs of their students.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 NYSESLAT modalities are not currently available in ATS, They usually do show patterns that can affect instructional decisions. The instruction incorporates student's deficiencies in each modality to ensure the students are exposed to the modalities they have not mastered. Data displays information about Annual Yearly Progress (AYP); it can show if the student made gains in each modality, did not move, or decreased.
- 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?
 Currently, P.S.55 has an English as a New Language program (ENL).
 - Last year we did not have any ELL students in grades 3, 4, or 5 take the ELA. The patterns across proficiency levels for ELL students in the younger grades were mainly level 2 in reading. Results from prior exams revealed that despite their struggle in the reading/writing

modality, the ELLs fare better in English tests than in tests taken in their native language.

b. The data from the ELL periodic assessment will be shared with the classroom teachers for students in grades 3-5. The results give teachers a more in depth look into what skills ELLs have mastered and what skills need to be reinforced with small group (AIS) in the classroom and during after school math and reading programs.

c. At this time we did not have ELL Periodic Assessment Data because students were n ENL were in grades K-2.

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](#).]

At P.S.55 our team and school leaders meet to share data on all students that are receiving Response to Intervention (RTI) for grades K-5. Response to Intervention integrates assessment and intervention within a multi - level prevention system to maximize student achievement and reduce behavior problems. Teachers monitor student progress and discuss strategies with staff members during grade level meetings as well as Instructional Team meetings. Currently the school uses the RTI contained in ReadyGen curriculum in grades K-5. ReadyGen has an RTI identification component built into the assessments. These assessments determine grouping. The groups are formed based on which students did not master the lesson and which students mastered the lesson. RTI strategies are used to provide the building blocks needed to master the lesson, as well as, enrichment to the students who have mastered the lesson.

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

Instructional decisions are based on a child's second language development needs. Based on a student's ENL level (Entering, emerging, transitioning, expanding, or commanding) instruction will be altered to meet the needs of the student. We will provide them with learning strategies, specific actions, behaviors, steps, or techniques used to improve or achieve a goal or task and to problem solve. Extra support is provided by the use of visual aids and collaboration between classroom teacher(s) and ENL teacher. The ENL teacher and the general education teacher will work together to provide language acquisition and vocabulary support. Vocabulary development will depend on a student's language development and will determine what tier words students are exposed to (Tier 1, 2, and 3 words). Bilingual dictionaries and glossaries will help provide one-to-one translations of words. Different points of entry will also be used in instruction depending on the student's language development.

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?

N/A

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

Success of programs for ELLs is evaluated by formal and informal assessment. Writing pieces and reading levels are used to informally assess student growth. The NYSITELL and The NYSESLAT modality breakdown is used to determine if a program is successful. If a student is lacking in a particular modality the program may need more instruction and practice in that area. This is when the teacher and ENL teacher use ENL teaching strategies and incorporate other instructional materials to aid in the students success.

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.

P.S. 55 is dedicated to properly identifying, testing, and serving its ELL population. The ENL Teacher Jennifer DeSantis is certified in English as a Second Language, Common Branches and Early Childhood. The home language survey (HLIS) is administered when a new student enters the School system for the first time at registration by Tara DeSane, the Pupil Accounting Secretary. The Assistant Principal, Paul Giordano and the ENL Teacher assist with kindergarten registration to provide an informal oral interview with the student and parent, to determine the students home language, as well as, filling out the formal initial HLIS form. Over the phone interpretation services are available through the DOE's Translation and Interpretation Unit so that parents can receive language assistance and have their questions answered in their preferred languages. A student is considered to have a home language other than English when one question on the HLIS part one: questions 1-4 indicates that the student uses a language other than English, and two questions on the HLIS part two: questions 5-8 indicate that the student uses a language other than English, and the interview with the parent and student indicates a language other than English. For students whose home language is not English, the school must administer a more in-depth interview with the student, review his/her school work (if applicable), and review the individualized Education Program (if applicable), in order to determine NYSITELL eligibility. The ENL Teacher administers the NYSITELL to determine

English proficiency level within the first 10 days of school. Within five school days of ELL determination, schools must inform parents of the results of the NYSITELL and ELL status using the NYCDOE standard parent notification letters, in the parents' preferred language. All new entrants whose HLIS responses indicate a home language of Spanish and who are newly identified as ELLs based on NYSITELL results must be administered the Spanish LAB during the first 10 days of school.

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).

Students with Interrupted/Inconsistent Formal Education must be identified within 30 days of initial enrollment. Determining SIFE status begins at the time of the completion of the HLIS and the oral interview questionnaire, when the parent is asked to indicate prior schooling. An assessment must be done to determine whether or not the student is two or more years below grade level in literacy in their home language and/or two or more years below grade level in mathematics due to inconsistent or interrupted schooling prior to arrival in the United States. As per CR Part 154, the school has one year to make a final determination of SIFE status.

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

At P.S. 55 Paul Giordano, Assistant Principal, Jennifer DeSantis, ENL Teacher and Cori Curylo, Director of Special Education are the members of the Language Proficiency Team. At enrollment students with IEPs and a home language other than English are interviewed along with their parent by Jennifer DeSantis the ENL teacher and a translator in both English and the home language. The LPT reviews evidence of the student's English language development. The LPT recommends whether or not the students should take the NYSITELL. If the LPT recommends the students not take the NYSITELL their recommendation is sent to the principal for review. Upon review, the principal determines whether or not the student should take the NYSITELL. If the principal determines the student should not take the NYSITELL it is sent to the superintendent or designee for review and the parent or guardian of the student is notified within three days of the decision. Upon review, the superintendent or designee has 10 school days to accept or reject the LPT's recommendation. If the superintendent determines that the students must take the NYSITELL, the school has five additional school calendar days to administer the NYSITELL and to notify the parent or guardian. If the superintendent determines the students should not take the NYSITELL the parent will be notified, appropriate placement is determined and students progress is monitored closely.

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.

Entitlement letters (native language and English) are sent home with the student in their homework folder. The homework folder is checked the next day to ensure the parent received the letter. If the letter is still in the homework folder, it is taken out and mailed to the residence. Parent Surveys and Program Selection forms are filled out at the orientation meetings and returned to the ENL teacher at the meeting. Forms and Surveys will be provided in both the Native language and English. If the parent could not attend the meeting or a make up meeting, the forms are sent home with the student in their homework folder along with a letter explaining the Parent Survey and Program Selection along with a link to the online parent orientation video at <http://schools.nyc.gov/Academics/ELL/FamilyResources/ellorientationvideo2010.htm>. If the form is not returned the forms are sent to the residence by mail, if they do not return the forms to the school up to three phone calls are issued to the parent to determine program choice. For students who were proficient based on the NYSITELL a letter will go home in their homework folders (native language and English) letting their parent or guardian know that they will not be receiving ENL services. If the letter is unremoved it will be mailed to the students' home.

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).

During parent orientation meetings any and all questions are answered. If parents are unable to attend the parent orientation they are provided with this information in a formal letter mailed to the home in their native language and English. During the orientation and in the formal letter, the ENL teacher explains that the parents have the right to appeal ELL status if they believe their child was misidentified as an ELL or non-ELL within 45 days of enrollment. Parents can request that the ELL identification process be administered a second time through written request. The re-identification process must be completed within 10 school calendar days of receipt of written request.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

P.S. 55 ensures that parents understand all three program choices. Once a student is identified within the first 10 days of school, as eligible for services (scores below proficiency on the NYSITELL), parents are notified by entitlement letter sent home in the students homework folder (Native Language and English), parent survey and program selection form, placement letter, and a letter informing them when to attend an ELL orientation. The orientation consists of the ENL teacher discussing and giving a written description of the three program options listed on the parent selection form, English as a New Language (ENL), Transitional Bilingual Education (TBE), and Dual Language (DL).

At the orientation parents view a video in the native language describing each of the three options. Parents complete the program selection and parent survey forms, to determine the program they prefer for their child. Program Selection and Parent Surveys are

returned after orientation. All forms are filed and stored at P.S. 55 in a parent selection section in an ENL record keeping binder. Parent Program Selection is entered into ATS. If forms are not returned they are sent to the residence by mail, if they do not return the forms to the school up to three phone calls are issued to the parent to determine program choice. If the parent can not be reached and the parent survey has not been returned the bilingual program is selected for that student as the default placement.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.
If forms are not returned they are sent to the residence by mail, if they do not return the forms to the school up to three phone calls are issued to the parent to determine program choice. If the parent can not be reached the default of bilingual is selected for that student. Parent choice is monitored in the ELPC screen and a copy is kept in the ENL Binder.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
P.S. 55 keeps the ELL parents surveys and program selection forms in the ENL Binder. Any forms that have not been completed and returned are done orally over the phone with the ENL teacher filling out the information based on parental response.
9. Describe how your school ensures that placement parent notification letters are distributed.
Entitlement letters (native language and English) are sent home with the student in their homework folder. The homework folder is checked the next day to ensure the parent received the letter. A phone call home is placed reminding the parent to check their child's homework folder. If the letter is still in the homework folder, it is taken out and mailed to the residence. Another phone call home will be placed as well notifying the parents that the letter was sent home in the mail. Another phone call is made after several days ensuring the parents received the letter in the mail.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
Copies of all documentation are maintained by the ENL teacher in the ENL Binder stored in the ENL teachers room. The binder is clearly labeled if any administrator or teacher needs access to it. Copies of HLIS are kept in the office as well and the originals are stored in the child's cum folder.
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.
NYSESLAT testing runs from mid-April to mid-May and is administered to all ELLs in grades K-5. The ENL teacher also determines NYSESLAT eligibility by checking the RNMR, RLER, and RLAT reports in ATS. After determining eligibility the ENL teacher makes a schedule with the test coordinator to ensure that all ELLs take the four components of the NYSESLAT. All four parts of the NYSESLAT are administered in a separate location on different days within the testing window by grade. The NYSESLAT is administered to determine ELL proficiency or ENL level. All ELLs are tested in listening, speaking, reading, and writing sections of the NYSESLAT. As per NYSED scoring rules the ENL teacher will administer the Speaking session of the NYSESLAT while another teacher in the room listens to and simultaneously scores the response of the student.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
All notifications are sent home with the students and checked the next day for distribution. If documents have not been removed from students' folders, the documents are then mailed, followed up by phone conference.
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).
After reviewing Parent Surveys and Program Selection forms for the past few years 100% of ELL parents have requested ENL programs as their first choice. In the 2013-2014 school year, P.S. 55 had 10 ELLs. Of the 10 ELLs, all 10 ELL parents selected the ENL program as their first choice for their child's language instruction. In the 2014-2015 school year, P.S. 55 had 9 ELLs. Of the 9 ELLs, all 9 ELL parents selected the ENL program as their first choice for their child's language instruction. This school year we have 15 ELLs and all of our new ELL parents have selected the ENL programs as their first choice.

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.

ENL services are provided as a combination of integrated and stand-alone instruction based on ENL level (entering, emerging, transitioning, expanding, and commanding). We follow the CR-154-2 study and staffing requirements. Integrated instruction allows the ENL teacher to collaborate with the classroom teacher using ENL methodologies in teaching to meet the needs of the ELL students. Stand-alone instruction allows the ENL teacher to focus on specific skills the student needs in a small group setting. During both integrated and stand-alone students are grouped heterogeneously.

As discussed above, integrated and stand-alone services are provided by a certified English as a New Language teacher. This teacher is a certified trained teacher who provides instruction in English using ENL methodologies and scaffolding. In order to maximize English acquisition for the ELL's, the ENL teacher and classroom teacher coordinate their efforts during ELA blocks as often as possible.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

P.S. 55 has an English as a New Language (ENL) program. All staff, including administration, classroom teachers, and service providers are aware of their ELL's NYSESLAT and or NYSITELL scores that determine their proficiency level. All ENL students that are at an commanding level receive 90 minutes of integrated ENL service per week for two years after passing the NYSESLAT exam. Expanding students receive 180 integrated minutes per week. Transitioning students receive 180 minutes of integrated or stand-alone service depending on their need. Emergent students receive 360 minutes per week, 90 minutes of stand-alone service, 180 minutes of integrated and 90 flex minutes. Entering ELLs receive 360 minutes per week, 180 as integrated and 180 as stand alone. Administrators have a copy of the ENL teachers schedule ensuring the students are being serviced properly as per Chancellors Regulations Part 154-2.
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.

Content area is delivered in English during both integrated and stand-alone sessions and is aligned to the Common Core. ELLs are given bilingual glossaries to support the learning of new vocabulary. Content areas such as social studies and science are incorporated into literacy, mathematics, technology, and art whenever possible. Teachers often collaborate to teach units to develop a cohesive learning environment for students and increase their depth of knowledge. The ENL teacher reinforces content with the students through the use of visual aids, vocabulary, manipulatives, and additional materials as needed.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

ELLs are usually evaluated in English; however, ELLs are evaluated in their Native Language for the New York State Math assessment if they choose not to take the Assessment in English. In addition, Spanish speaking ELLs are evaluated using the Spanish Lab if they scores below the English Lab cut score.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

ELLs are exposed to lessons that are comprised of all four modalities of English acquisition: listening, speaking, reading, and writing. The new CCLS ensures that all modalities are met, as well as, the integrating language standards; which are very beneficial to ELLs. Assessments (informal and formal) incorporate the four modalities. Assessments build from listening and speaking to increase oral language to advance to reading and writing. The Fountis and Pinnell assessment is formally given four times a year (September, November, March, and May). Informal assessments are given monthly and appropriately evaluate the four modalities of English acquisition. The NYSESLAT rubrics are often used as a standard to ensure ELLs are advancing and a serve as a useful tool to monitor their progress.
6. How do you differentiate instruction for each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status

Differentiating instruction for ELL subgroups is vital in their learning.

 - a. SIFE students are closely assessed to identify where the gaps in their learning are. SIFE students are taught the CCLS

according to their grade and English proficiency. Lessons are modified for them. SIFE students will benefit from Response to Intervention (RTI) Model.

b. New comers that have been in a U.S. school less than three years are taught the CCLS and it is modified to their English proficiency. Oral language, phonics, and vocabulary are strongly enforced for new comers and reinforced in the classrooms.

c. ELLs receiving service for 4-6 years need to be monitored closely and may be candidates for mediation such as the Response to intervention (RTI) model. They should be assessed often to identify areas of growth and areas to be improved. Lessons aligned to the CCLS build from the information they have not mastered.

d. Long-term ELLs need to be monitored closely and may be candidates for mediation such as the Response to intervention (RTI) model. These students may be bilingually evaluated to determine if language or a disability is impeding their ability to reach English proficiency. If the student has an IEP, the differentiation is based on the student's goals. The student should be assessed often and lessons should build from the information they have not mastered aligned to the CCLS within their IEP goals. Lessons also scaffold to support students and maintain their language strategies for reading, writing, listening, and speaking. The lessons are modified for the student to better understand grade level and complex texts.

e. Former ELLs still receive ENL test modifications as well as additional ENL support of 90 minutes a week of integrated service for two years after passing the NYSESLAT. They are also monitored closely by their classroom teacher, the ENL teacher is always available to offer extra support to former ELLs when needed and can offer the classroom teacher strategies to assist these former ELLs in learning. Former ELLs are often placed in a classroom with current ELLs, so the ENL teacher is easily accessible to them within the integrated model.

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.

Between 6 and 12 months (from the date of the superintendent's notification to the principal parent, guardian, and /or student), the principal, must review the re-identification process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with the students' teacher, the ENL teacher, the parent/guardian and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the students as defined in CR Part 154.2

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?

All teachers at PS 55 adapt lessons to meet the needs of ELL- SWDs. P.S. 55 is now using the core curriculum materials provided by the DOE. ReadyGen and GoMath are programs that allow teachers to use multiple entry points for all students including ELLs and SWDs. Teacher also use supplementary materials and additional resources such as Orton Gillingham, Foundations, Mondo and Words Their Way. All staff, teachers and paras engage in professional development and Professional Learning Communities to improve delivery of instruction to all students.

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?

ELL students receiving special education services before the age of five have a turning five meeting before kindergarten to determine placement and services from that point on. Through an evaluation process it will determined what services they will receive or continue for the following school year. Students already in self-contained programs and ICT will have their annual IEP meeting to determine if self-contained or the ICT setting is still appropriate. Regardless of the students ELL level, if the IEP determines that a self-contained or ICT classroom is the appropriate setting that's where they are placed. In both settings, various instructional materials are used to support ELL-SWDs. ELL-SWDs are exposed to materials such as visual aids, glossaries, books aligned to their level. The newer programs, ReadyGen and Gomath have an ELL component built in for ELLs. Furthermore technology is used through Smart boards, IPads and computers with interactive lessons for literacy, math, science and social studies. P.S. 55 is committed to flexible programing where by students needing special needs services are provided integrated services so they may maintain instructional rigor and are provided with low-risk environments for all students to work toward their goals.

Chart

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

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

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

Chart

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

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	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 Dually 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.

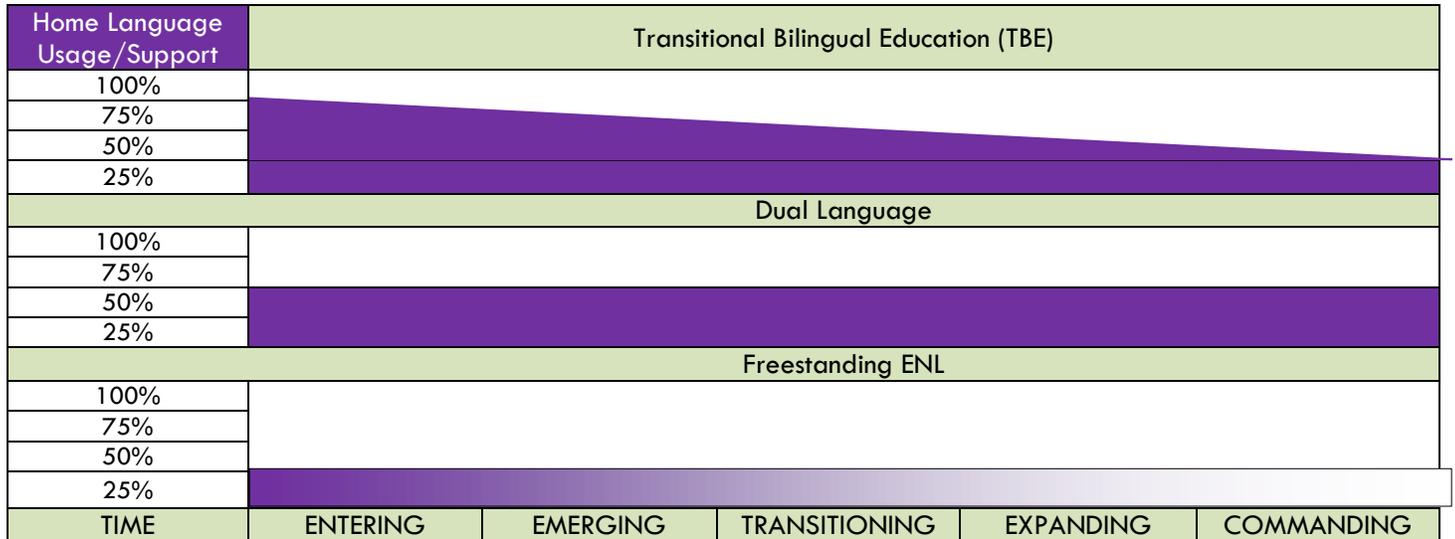


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
Our targeted intervention program continues to follow an RTI model. GoMath and ReadyGen have tier one, two, and three student intervention books to use with the students that did not master the skill in the lesson. Students are frequently assessed before, during and after lessons and units to monitor student progress. Some students attend SETSS for intervention in ELA and Math in a small group to master the skills they need. We also offer Academic Intervention Services (AIS) in ELA and Math, which allows students to work in a small group to help reinforce and master the skills that they need. Students programs are taught in English and are adjusted as needed to accommodate their learning needs.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Our current program seems to be working effectively across all subgroups; however, with SWD's making more progress than most.
12. What new programs or improvements will be considered for the upcoming school year?
P.S. 55 has been sending teachers to training for Ortan Gillingham.
13. What programs/services for ELLs will be discontinued and why?
N/A
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 part of our school community and have equal access to any and all curriculum, programs and services that are offered at P.S. 55. Our various after School programs are offered to all ELLs. During school programs include the P.S. 55 Band and Chorus, Tech Team, Kindergarten/Fifth grade Buddy Program and Ballroom Dancing. P.S. 55 houses an after school program sponsored by United Activities Unlimited (UAU). In addition to the after school program P.S. 55 offers several after-school enrichment academy programs such as, Drama Club, All Sports, Cooking, Yoga, Zumba and Board Games. All of our programs are in place to develop a well-rounded learner and provided multisensory learning. Programs begin at different times throughout the school year and teachers let their students know how they can get involved. All students are granted an equal opportunity to participate. At parent orientation the ENL teacher talks about the different programs offered at the school and how their children can go about getting involved in the various activities. A list of the programs (Native and English) is provided to the parents upon request.
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.
Various instructional materials are used to support ELLs. ELLs are exposed to materials such as visual aids, glossaries, books aligned to their level. ReadyGen and GoMath have a component built in for ELLs. Technology is used through Smart boards with computer based interactive lessons for literacy, math, science and social studies. In addition smart boards, computers and Ipads are also used.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Currently at P.S. 55 we have an ENL program. Native language support is delivered in our ENL program by the use of content area glossaries and bilingual dictionaries.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
All service providers and classroom teachers collaborate to best support all ELLs. Often classroom teachers and service providers will share materials to reinforce a lesson through different points of entry. All teachers of ELLs are all aware of the age, grade level, and language proficiency, so they can best assist students in reaching language proficiency and IEP goals. Students are grouped according to grade level. No more than two grade levels are grouped together. ELL students with IEPs can be grouped together regardless of grade level.
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).
P.S. 55 offers a buddy program which pairs incoming kindergarten students with fifth grade students. A welcome buddy day takes place in August. Parents are sent an invitation in the mail telling them about the event. There are various activities that take place throughout the school year that are offered to all students including ELLs. The ENL teacher as well as the classroom teachers will send home letters (Native language and English) and discuss with the students how they can participate in the activities.
19. What language electives are offered to ELLs?
No language electives are offered 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)?

N/A - P.S. 55 does not have a dual language program; but if we get 15 students with the same language in the same class we will adhere to the mandates and protocols.

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.)
The ENL teacher attends the Division of School Support and Instruction professional development meetings provided by the district and meetings by the office of English Language Learners when applicable. The ENL teacher and the Assistant Principal attend professional development meetings and turn-key the information to classroom teachers. The classroom teachers will continue to attend all mandated ENL professional development hours as needed. The ENL teacher turn-keys PD's to ensure all staff PD's are 15% based on ELLs. PD is provided on Mondays after school. These PD's are given to teachers, paraprofessionals and support staff (guidance counselor, speech and occupational therapists, school secretaries, and parent coordinators).
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?
Teachers are informed when professional development is available for teachers of ELLs. They are invited to attend professional development regarding the new Common Core Learning Standards (CCLS) as applicable. The teachers are all invited to attend continuing PD on GoMath and ReadyGen and familiarize themselves with the RTI model and ELL component within these programs. Our ENL teacher will also assist in developing best practices for teachers of students with ELLs. The ENL teacher turn-keys ELL strategies to the staff to ensure they meet the required 15% of PD on ELLs.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
P.S. 55's Administration and Middle School Administrators set up a 5th grade visit to their feeder middle school, I.S. 7. Educators and Assistant Principals from I.S. 7 provide a 5th grade orientation to explain the articulation process, increase understanding of the expectations for the transition from elementary to middle school, and the gain knowledge of the instructional choices offered for all of our 5th graders as they enter middle school. They receive a tour of the school and are able to ask any questions they might have. Middle School Administrators meet with our fifth grade teachers and the guidance counselor to discuss ways in which they can help their students transition to middle school. An orientation at P.S. 55 and discuss with students what they can expect upon entering I.S. 7. The parent coordinator maintains our school website with important information and dates and this information is available in nearly all languages.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
All teachers are aware of the 15% of ENL training required. PD opportunities are made available to staff as they become available. PD must be dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for ELLs. Certificates of attendance and completion in workshop hours are copied and maintained in teacher records.

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?

P.S. 55 provides a lot of opportunities for parents, including parents of ELLs to meet with their child's teacher to discuss the goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas. In addition to mandated parent orientation meetings, parents are able to meet with their child's teacher various times throughout the school year to discuss their progress. On Tuesdays after school P.S. 55 has Parent Engagement. During this time ELL parents can come up to school and meet with their child's teacher to discuss the goals of the program. Interpretation and translation are available during this time to parents as needed. If ELL parents are unable to meet with the teacher during this time they can have a phone conference with the teacher and also have a progress report mailed or emailed to them. This too can be translated to meet the needs of the parent.

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.

P.S. 55 provides a vast amount of opportunities for parents, including parents of ELLs. P.S. 55 is committed to providing workshops to benefit the needs of all its parents, including parents of ELLs. Workshops are provided monthly to parents, including parents of ELLs. P.S. 55 works with the translation and interpretation unit as needed. Workshops are offered in both ELA and Math for both upper and lower grade levels. For parents of students in grades K-2 the workshops will show them strategies for reading, how to get online access and helpful websites, and give them hands on activities to do with their child.

Other ways ELL parents can get involved are:

P.S. 55 holds monthly P.T.A meeting on the last Tuesday of each month.

Each year P.S. 55 holds an open house for new parents to attend to come view the school. Parents are given tours of classrooms, educated on school programs, and are given a chance to meet the staff.

P.S. 55 hosts a welcome new families breakfast as well as a monthly breakfast with the principal, where ELL parents can come and get informed about what's going on in P.S. 55.

P.S. 55 has a special 5th grade parent assembly. Speakers from Intermediate School 7 come to speak about, as well as, answer questions about the transition to 5th grade to intermediate school.

Moreover, all parents are invited to grade specific curriculum conferences to introduce curriculum to the parents.

Throughout all of the ways parents can get involved, translation services are available if needed.

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

We will be looking for additional opportunities to provide worthwhile parent workshops to all parents including parents of ELLs.

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

Often times parents will communicate to teachers what areas they need support in to help their children. Periodically surveys are used to gather information from parents as to their needs and concerns regarding curriculum supports. Monthly P.T.A meetings are held where parents can express their needs. Monthly Coffee with the Principal and Parent coordinator are held and parents can come to express their concerns or ask any questions they might have. Translators are available in the school or through translation unit.

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

Depending on the needs, P.S. 55 tries to provide information & support in terms of workshops, translation issues, and via PTA functions and activities.

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.

P.S. 55 provides a vast amount of community driven school assemblies enabling the students to develop into good citizens, exposes them to a variety of content based subjects, encourages their involvement and sparks their ambitions to be diverse life-long learners. Assemblies include: anti-bullying assemblies to teach students the importance of being kind and respectful to one another,

Chinese Acrobats to celebrate the Chinese culture during Chinese New Year, 5th Grade Spelling Bee to stimulate academic motivation, Laser Light Show exposes students to music through the decades, Bookclub Magic Show blending magic with books and enhancing the students love of reading.

In addition, P.S. 55 also holds an annual School Carnival, Holiday fairs, Plant sale, Books fairs, Winter Wonderland, Field Days, Parent/Teacher Basketball game. Our 4th and 5th graders put on Musical led by the Drama teacher Ms. Murdico. Moreover, each grade is responsible for the production of a play. Plays are an enriching way for students to learn through dramatization. Plays incorporate content, writing, reading, listening, and speaking in a meaningful way.

Part VI: LAP Assurances

School Name: **The**

School DBN: **31R0**

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)
Sharon Fishman	Principal		
Paul Giordano	Assistant Principal		
Lizabeth DeForest	Parent Coordinator		
Jennifer DeSantis	ENL/Bilingual Teacher		
	Parent		
Cori Sciortino	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
Mirsada Pelinku	School Counselor		
Anthony Lodico	Superintendent		
	Borough Field Support Center Staff Member _____		
	Other _____		
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **31R055** School Name: **Henry M. Boehm**
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.

We use the Home Language Identification Survey (HLIS) as well as parent interviews during registration. When ELL parents meet with the ENL teacher during the parent orientation they also fill out a form that states their language preference.

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.

All of the parents who attended the ENL parent orientation checked off that they would like to receive information both written and oral communication in English.

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.)

Our annual handbook is distributed to parents in September in their native language. Parent-teacher conference announcements, after-school programs, testing letters, after-school programs, are distributed throughout the school year and are translated into the parents native language. Booklets that explain the Pre-k and Kindergarten programs offered at our school are distributed to our students in the spring in multi languages.

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.

P.S.55 provides a lot of opportunities for parents of ELLs to meet with their childs' teacher and the staff of P.S 55. In September we have a back to school night(Parent Teacher Conference). Other Parent Teacher Conferences take place in November, March and May. In addition to mandated parent orientation meetings, parents are able to meet with their childs' teacher on Tuesdays after school during Parent Engagement. Phone conferences can take place throughout the school year as per request of the parent or teacher. Any ELL student with an IEP with also have their annual conference during the school 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.

P.S. 55 has several translators within the building that provide translating in Russian, Spanish, Punjabi, and Italian. If a parent needs translation in another language other than one provided by in-house staff, the Translation and Interpretation Unit is called.

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.

P.S. 55 has several interpreters that provide interpreting in Russian, Spanish, Punjabi, and Italian. If an interpreter is needed in another language other than one provided by in-house staff, the Translation and Interpretation Unit is called.

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.)

All staff members are provided with information on how to use translation services in their Staff Handbook that is given out in September. The ENL teacher is also on hand to provide them with any support they need on this matter.

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

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)

We will look at the data provided by the parent survey to assess the quality and availability of the services provided at our school.