

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

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

**10X003**

**School Name:**

**P.S. 3 RAUL JULIA MICRO SOCIETY**

**Principal:**

**DENISE BROWN**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Raul Julia Microsociety School Number (DBN): 10X003  
Grades Served: Prekindergarten-8  
School Address: 2100Lafontaine Avenue Bronx, NY 10457  
Phone Number: (718) 584-1899 Fax: (718) 584-3590  
School Contact Person: Denise Brown Email Address: Dbrown55@schools.nyc.gov  
Principal: Denise Brown  
UFT Chapter Leader: David Varenne  
Parents' Association President: Auldrey Lufadeju  
SLT Chairperson: Joseph Mulligan  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Yhamel Hernandez  
Student Representative(s): n/a  
n/a

**District Information**

District: 10 Superintendent: Melodie Mashel  
Superintendent's Office Address: 1 Fordham Plaza Bronx, New York  
Superintendent's Email Address: mmashel@schools.nyc.gov  
Phone Number: (718) 741-5852 Fax: (718) 741-7098

**Borough Field Support Center (BFSC)**

BFSC: Bronx Director: Jose Ruiz  
Director's Office Address: 1 Fordham Plaza Bronx, NY  
Director's Email Address: JRuiz2@schools.nyc.gov  
Phone Number: 718-828-7776 Fax: 718-828-6280

## 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)
Denise Brown	*Principal or Designee	
David Varenne	*UFT Chapter Leader or Designee	
Auldrey Lufadeju	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Yhamel Hernandez	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Glenda Valdez	CBO Representative, if applicable	
Linda McDonald	Member/ Parent	
Elizabeth Dalmou	Member/ Parent	
Joseph Mulligan	Member/ PS/MS 3	
Rick Stapleton	Member/ PS/MS 3	
Caroline Maguire	Member/ PS/MS 3	
Bruce Gilbert	Member/ Parent	

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature (Blue Ink)</b>
	Member/	

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

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

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

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

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

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



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

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

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

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

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

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

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

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

## The Quality Review and the Framework for Great Schools

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

### NYCDOE's Quality Review (QR)

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

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

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

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

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

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

## Section 4: CEP Overview

Develop a narrative summary that includes:

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

PS/MS 3 Raul Julia Micro Society is an elementary-middle school with 351 students from pre-kindergarten through Grade 8. The school population comprises 30% Black, 68% Hispanic, and 2% Asian students. The student body includes 12% English language learners and 20% special education students. Boys account for 50% of the students enrolled and girls account for 50%. The average attendance rate for the school year 2014 - 2015 was 90.6%.

We see our school as a community of lifelong learners where decisions at every level are made by putting children's needs and interests first. All members in our learning community, staff, parents and students, will take responsibility and share accountability for insuring a well-balanced, rigorous curriculum and a school culture that promotes personal responsibility for the collective benefit. Our goal is to collaborate in creating school wide educational initiatives that support critical thinking, creativity and problem solving strategies. Mastering those strategies will prepare our students to become independent problem solvers, inspired team players and empowered to give back to society.

### School Mission

The mission of P.S./M.S. 3 is to foster a community of learners that promotes high standards and achievable outcomes for all students. Students will be able to reason, evaluate and to think critically. Our students will become independent, motivated and productive citizens who can participate successfully in a pluralistic society. Staff, parents and community partnerships will support these goals and take an active role in promoting the school's mission.

At PS/MS 3 we foster an academic, social and emotional environment that is conducive to learning and promotes student growth. This includes, but is not limited to the following:

For our students:

- We believe in fostering a nurturing environment for believes in which each child feels special and grow in self-esteem.
- We believe that all children can learn and deserve equal access to a full education.
- We believe that love of learning should be nurtured as a lifelong process.

- We believe that critical-thinking skills should be taught to enable students to resolve conflicts, make decisions, and identify and solve problems.
- We believe that at our school we should all appreciate differences and celebrate our diversity.

For our school community:

- We believe that community participation in our school should be encouraged.
- We believe that mutual respect, trust, citizenship and good communication with school community is vital.
- We believe that when parents are involved in their children's education –students, teacher and parents all benefit.

For our environment:

- We believe that our physical plant should be safe, comfortable, aesthetic and efficient in meeting the needs of our community.
- We believe that all members of our community should be aware of and act upon environmental and community responsibility.

Our school has several strengths, which were highlighted in our Quality Review. They are as follows:

The school's curricula are aligned to the Common Core Learning Standards and refined using student work and data to meet the needs of all learners, thereby promoting a path to college and career.

The school leverages resources, staff time, teacher assignments and student programming aligned with school goals to improve teacher pedagogy and increase student achievement.

The school's inclusive culture for learning provides a safe, nurturing and responsive environment for students and adults, promoting personal responsibility, collaboration and communication to foster growth.

Common assessment practices allow teachers to track student progress and adjust curricula and instruction to better address student learning needs.

According to our most recent Quality Review, our school has shown the most growth in the following Quality Review indicators:

1.1 Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards

3.1 Maintain a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults

4.1. Establish a coherent vision of school improvement that is reflected in a short list of focused, data-based goals that are tracked for progress and are understood and supported by the entire school community

Based on the 2013-2014 School Quality Snapshot, 93% of our parents are satisfied with the education their child has received and 86% of our teachers would recommend this school to parents.

In addition, high expectations are communicated clearly and consistently to the school in the following ways:

- Family Night parents meet all their child's teachers and learn about the curriculum and the rigorous expectations for each subject area and grade. Teachers communicate expectations connected to college and career readiness.
- Parent workshops are conducted by various members of the school community and guest speakers in conjunction with the Parent Association on the following, but are not limited to: Common Core Learning Standards, ELA and Math Standardized Testing, ELA and Math Shifts, Reading Aloud to Children, Gang Awareness and Nutrition.
- Annual High School Fair takes place during the month of October, we host a high school fair that is attended by our grade 7 and 8 students and parents. In attendance are public, private and parochial schools. Students and parents have the opportunity to speak with various high school representatives to become more knowledgeable about their programs and initiatives.
- Teachers, the dean, the guidance counselor and the administrators reach out to parents via phone calls, emails, and meetings to ensure that lines of communication are open to support student progress. Teacher teams are made available to parents for meetings as needed facilitated by teacher and an assistant principal on Monday afternoons during our Family Engagement.
- Progress Reports are sent to parents on a weekly or biweekly basis to alert parents of concerns in academic subject areas and/ or behavior.
- School leaders, Literacy and Math consultants provide focused professional support and professional on Tuesdays, during conference days, faculty conferences, grade and department meetings resulting in collegial learning and a culture of mutual accountability.

We are successfully working with consultants through Accelerated Literacy Learning, Generation Ready (Mathematics) and with Teaching Matters. With the expertise of the consultants we are able to provide ongoing professional learning and support to teachers and administrators. They are assisting us with our instructional foci: Student Engagement, Multiple Entry Points and Assessments. Furthermore, they are guiding teachers (through planning and modeling) in through the development of standard based lessons that are aligned to the Danielson's Framework that engage our students in rigorous and differentiated academic work. collegial learning and a culture of mutual accountability.

## 10X003 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05,06,07,08	Total Enrollment	337	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	6	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	6	# Music	N/A	# Drama
# Foreign Language	6	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	88.2%	% Attendance Rate		89.3%
% Free Lunch	90.5%	% Reduced Lunch		4.8%
% Limited English Proficient	12.9%	% Students with Disabilities		24.6%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.3%	% Black or African American		29.1%
% Hispanic or Latino	67.9%	% Asian or Native Hawaiian/Pacific Islander		2.2%
% White	0.6%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	11.34	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		13.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		8.07
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	15.0%	Mathematics Performance at levels 3 & 4		28.6%
Science Performance at levels 3 & 4 (4th Grade)	82.6%	Science Performance at levels 3 & 4 (8th Grade)		62.7%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		95.0%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
<b>Accountability Status – Elementary and Middle Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	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		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	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	YES	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	YES			
<b>Accountability Status – High Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

**Part 1 – Needs Assessment**

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

**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.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

**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.

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

**Part 5 – Progress Monitoring**

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

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

**Part 1 – Needs Assessment**

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

In reviewing the pertinent data from the School Quality Snapshot and the Quality Review, we receive a rating of developing in 1.2 Develop the 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. The priority for our work in this section is to provide teachers with professional in the areas questioning and discussion techniques.

**Part 2 – Annual Goal**

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

By June 2015, 65% of our teachers will be able to analyze students’ responses on informal and formal assessments and use the data to strategically plan and deliver instruction with actionable feedback to students.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul>		<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>During Professional Learning teachers will engage in professional learning sessions to explore strategies to increase effective questioning and to create the opportunity for students to engage in quality and meaningful discussions. There will be specific efforts to address strategies for high-need student subgroups.</p>	<p>Teachers</p>	<p>Sept. 2015 to June 2016</p>	<p>Administrators, consultants, and teacher leaders</p>

Teachers will establish assessment criteria and they will monitor student through questioning in formative and summative assessments. Teachers will provide actionable feedback to students and build students' efficacy in engaging in self-assessment through the use of rubrics.	Teachers and students	Sept. 2015 to June 2016	Administrators, consultants, and teacher leaders
Parent will be invited to participate in workshops on the Common Core Learning Standards. They will be provided with resources that will help them to support their children at home.	Parents	Sept. 2015 to June 2016	Administrators, Parent Coordinator, consultants, teacher leaders, and other speakers

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
The resources that will be leveraged to achieve this annual goal and implement this action plan are:											
<ul style="list-style-type: none"> <li>• Common planning time</li> <li>• Professional development and professional learning opportunities</li> <li>• The development of teacher leaders (building capacity)</li> <li>• English Language Arts and Mathematics consultants</li> <li>• Mastery Connect and supportive coaching (Teaching Matters)</li> <li>• Danielson Framework for Teaching</li> <li>• Common Core Learning Standards</li> </ul>											
<b>Part 4b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
	<b>Tax Levy</b>	X	<b>Title I SWP</b>		<b>Title I TA</b>		<b>Title II, Part A</b>		<b>Title III, Part A</b>		<b>Title III, Immigrant</b>
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
In order to monitor progress, the following mid-point benchmarks will be used:
<ul style="list-style-type: none"> <li>• Administrative observation (formal and informal)</li> <li>• Teacher feedback to students</li> <li>• Criteria Charts posted and rubrics</li> <li>• Performance Tasks</li> <li>• Student Work</li> <li>• Quarterly Advance data reviews with Domain 3 as a focus</li> </ul>
<b>Part 5b.</b> In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

### Part 1 – Needs Assessment

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

In reviewing the pertinent data for student performance, teacher performance, the Quality Review and the School Quality Snapshot, the priority for our work in this section is to develop coherent cycles of Professional Learning that focus on deeply engaging students in instruction. This type of high-quality teaching is strongly correlated to high levels of student achievement. The evidence used to make this decision includes, but is not limited to the following:

- Our school made progress by an average of 7.5% when comparing the NYS ELA and NYS Mathematics Examination results for 2014 versus 2015. In addition, PS/MS outperformed approximately 70% of all District 10 schools and 50% of all NYC schools in ELA and Mathematics achievement. However, despite this progress and relative performance, only 18% of our students are at least proficient in ELA and only 26% are at least proficient in Mathematics.
- The analysis of Advance data indicates that while our teachers performed relatively well in Danielson Domains 1, 2 and 4, there was a preponderance of evidence that suggests that Domain 3 was an area which requires additional support and professional learning. Specifically, there was a high incidence of Developing ratings in Danielson’s 3c (Engaging Students in Learning) and 3d (Using Assessment in Instruction).
- The most recent results of the Quality Review for PS/MS 3 suggests our school excels in aligning the curricula to the CCLS, leverages our resources for student achievement, and has developed a safe, nurturing environment for student and staff growth. However, it also indicates a need for improvement in the areas of building teacher capacity and creating common assessments that better address student learning needs.
- Our School Quality Snapshot indicates a high level of student progress on the NYS ELA and Mathematics test for All Students. Meanwhile, a closer examination of this document reveals less progress from our ELL’s, SWD’s and Lowest Performing Student groups. Additionally, it highlights a need to improve the effectiveness of teaching and learning at PS/MS 3.

An aggregate of the aforementioned evidence led us to decide that our Professional Learning Cycles should be focused on the collaborative planning of standards-based lessons through lesson study. These lessons will include multiple entry points and differentiation to address the various learning needs of the class population. Moreover, the teachers will develop common assessments in order to norm student data in an effort to further inform curricula adjustments and the practice of effective lesson planning. The desired result of this work will be a higher level of student engagement in instruction and an increase in teacher and student performance.

### 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, there will be a minimum of a 3% increase in student and teacher performance as measured by the New York State English Language Arts test, New York State Mathematics test, and Advance Domain 3 data, respectively.



**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Professional Learning will take place during profession development periods after school and weekly common planning meetings. It will be presented as interactive cycles of learning, with an emphasis on the practice of lesson study, to delve into topics including, but not limited to, the following: standards-based instruction, lesson alignment, developing assessments, student engagement and Danielson.</p>	<p>Teachers</p>	<p>Sept. 2015 to June 2016</p>	<p>Administrators, consultants, and teacher leaders</p>
<p>During Professional Learning sessions there will be specific efforts to address strategies for high-need student subgroups. In our lesson studies we will discuss the concepts of multiple entry points and differentiated instruction. We will use assessment data to inform lesson planning and instructional practices. The combination of these strategies will lead high levels of student engagement.</p>	<p>Teachers</p>	<p>Sept. 2015 to June 2016</p>	<p>Administrators, consultants, and teacher leaders</p>
<p>Students will be encouraged to demonstrate character traits that improve academic achievement and social well-being. Additionally, they will be exposed to the concept of a ‘Growth Mind-set’. The morning announcements, assembly programs and the infusion of these ideas into daily teaching practices will be the main vehicle to accomplish this initiative.</p>	<p>Students</p>	<p>Sept. 2015 to June 2016</p>	<p>Administrators, consultants, teacher leaders, and other speakers</p>
<p>Teachers will reach out to parents weekly to improve the achievement of students. Progress reports, report cards and other data will be sent home to keep parents updated about student progress. The Parent Coordinator will facilitate workshops for parents with regard to the Common Core and strategies to use at home to support classroom teaching.</p>	<p>Parents</p>	<p>Sept. 2015 to June 2016</p>	<p>Administrators, Parent Coordinator, consultants, teacher leaders, and other speakers</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.

The resources that will be leveraged to achieve this annual goal and implement this action plan are:

- Common planning time
- Professional development and professional learning opportunities

The development of teacher leaders (building capacity)

- English Language Arts and Mathematics consultants

Mastery Connect and supportive coaching (Teaching Matters)

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

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

In order to monitor progress, the following mid-point benchmarks will be used:

- Bi-Monthly Periodic Assessments (ELA , Math)
- Scantron Performance Series mid-year assessment (ELA)
- Unit and /or Module Performance Tasks (ELA, Math)
- Quarterly Advance data reviews with Domain 3 as a focus

**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**

<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>

**Part 2 – Annual Goal**

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

**Part 3 – Action Plan**

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

**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.

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

**Part 5 – Progress Monitoring**

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

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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 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.

In reviewing the pertinent data for student performance, teacher performance, the Quality Review, The School Survey and the School Quality Snapshot, the priority for our work in this section is to build a stronger partnership with parents so they will be more likely to play an active role in supporting their children’s education.

Furthermore, educational research shows a positive correlation between effective parent involvement and student achievement. Based on the aforementioned data we realized that we needed to focus our attention on increasing parent involvement as a way to help increase student achievement.

### Part 2 – Annual Goal

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

By June 2016, we will see a 10% increase in the number of parents attending Parent Teacher Association meetings and school based workshops.

We will have a 10% increase in the number of parents completing and submitting the School Survey.

### Part 3 – Action Plan

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
<p>Parent Teacher Association meetings will be advertised in a timely manner and the topics will differ on a monthly basis in order to draw in parents with different concerns and needs.</p> <p>We will offer a PTA meeting in the morning and in the evening to accommodate all parents.</p>	Parents	Sept. 2015 to June 2016	Administration, Parent Leaders, Teachers, Consultants and the Parent Coordinator
<p>Select parents will take part in Learning Walks in order for them to see the school curriculum and other initiatives in progress.</p>	Parents	Sept. 2015 to June 2016	Administration, Parent Leaders, Teachers, Consultants and the Parent Coordinator
<p>The Parent Coordinator will facilitate monthly workshops in concert with the Parent Academy at Mercy College.</p> <p>The Parent Coordinator will organize a minimum of one workshop for parents every month that is geared toward making our students' parents aware of what is expected at school, the curriculum and initiatives in place at our school, the Common Core Learning Standards, and other social emotional topics.</p> <p>The workshops will also focus on providing our students' parents with practical strategies that they can employ at home with their children to help them become proficient in Literacy and Mathematics.</p>	Parents	Sept. 2015 to June 2016	Administration, Parent Leaders, Mercy College Staff and the Parent Coordinator
<p>Another way that our parents will play an active role in our school is through the School Leadership Team (SLT). Our SLT has at least 10 members, with 5 of the members consisting of parents and 5 Department of Education staff members. Parents on the SLT will participate in many of the decisions that affect their children academically.</p>	Parents	Sept. 2015 to June 2016	Administration, Parent Leaders, Teachers and outside speakers

**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.

The resources that will be leveraged to achieve this annual goal and implement this action plan are:

- Mercy College Parent Center
- Teachers, Parent coordinator, Consultants, Administration and Parent Leaders
- Common core Learning Standards
- Sample State Tests
- Smart Boards
- State Testing Data

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

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

### Part 5 – Progress Monitoring

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

- Parent Survey
- Workshop Reflection Feedback
- Test Simulation Data
- Performance Series Data
- SLT Agendas and Attendance Sheets

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

## Section 6: Academic Intervention Services (AIS)

*(Required for All Schools)*

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Performance on F & P Literacy Assessment, the Performance Series and performance on test simulations	Provides meaningful practice for early readers in the areas of phonics and phonemic awareness Provides meaningful practice for struggling readers with an emphasis on reading comprehension and reading for meaning/using DRA based texts	Academic intervention is provided in both individual and small group instruction	During the school day
<b>Mathematics</b>	Performance on chapter assessments, unit assessments, test simulations and checks for understanding	Daily 40 minute instruction that addresses remedial instruction in basic concepts, problem solving, explaining various mathematical strategies and dissecting problems into parts	Targeted small group instruction for Level 1 and Level 2 student in Mathematics in Grades 3-8	During the school day
<b>Science</b>	Performance on chapter assessments, unit assessments, test simulations and checks for understanding	Lab investigations	Small group instruction	During the school day
<b>Social Studies</b>	Performance on chapter assessments, unit assessments, checks for understanding	Instruction that addresses remedial needs.	Small group instruction	During the school day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Receive ongoing support services from the NYS Department of Health around health, nutrition	Age appropriate instructional manuals	Small group and one-to-one	During the school day

	<p>issues and substance abuse</p> <p>The nurse provides an asthma program to students that have been diagnosed with asthma</p> <p>Sex education classes for middle school students facilitated by St. Barnabas</p>			
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## Section 7: Title I Program Information

### Directions:

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

### Part 1: Title I Status

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

### Part 2: All Title I Schools

#### 2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>At P.S. /M.S. 3 we are committed hiring and retaining certified teachers for school wide program. Through an aggressive recruitment process we seek teachers certified through the conventional process as well as through the New York City Fellows Program and Teach for America. We are proactive in attracting and recruiting highly qualified teachers. Specifically formed personnel teams attend all appropriate job fairs, especially those for new teaching fellows and newly certified teachers.</p> <p>All of our teachers are certified and licensed in the area in which they are teaching. Once teachers are hired we pair them with a mentor (master teachers) for their first year. Throughout their first year, new teachers are offered differentiated professional development and they work with the Generation Ready consultant and Accelerated Literacy Learning consultants.</p>

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

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>Professional development is the core to our school's improvement plan. We offer many professional development opportunities, and have contracted experienced instructional support consultants in the areas of Mathematics and Literacy to work with our staff.</p> <p>The instructional support personnel is available to assist all staff members with instructional and curriculum issues on-site and off-site. In addition, teachers are encouraged to participate in off-site professional development to increase their knowledge and skill set. Professional development takes place every Wednesday for all staff members.</p> <p>Grade wide and department planning team meetings will be held during preparation periods on Tuesdays. The meetings are facilitated by the consultants or a teacher. Supervisor(s) will also be in attendance at the meetings.</p>

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

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

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**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.).

Being a Pre-Kindergarten to 8 school we are able to provide a smooth to our kindergarten program. The Pre-kindergarten session is in operation a full school year from 8:00 AM-2:20 PM. The pre-kindergarten schedule mirrors the kindergartens schedule. The Pre-kindergarten Literacy program is Splash Into Pre-K (similar to the Journeys program used in grades K to 2 for Literacy). This program is aligned to the Common Core Learning Standards. The Pre-kindergarten Math program is Every Day Mathematics. We have developed a pacing calendar for this program and we have aligned the units to the Common Core Learning Standards. In addition, the students participate in centers to promote their cognitive development and social development. The pre-kindergarten teacher participates in all the school-wide professional development and one on one consultations facilitated by our Literacy and Math consultants and network support people.

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

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

Teacher representatives for the school community are going to be selected annually to identify Measures of Student Learning. We will focus on the following questions supplied by the Department of Education:

- What assessments and target populations do we want to use?
- What will we do for growth measurements?

For both decisions, consider:

How much time will this take?

Do we want to invest this time in light of the other critical work in our school?

How does this decision build upon or change the current practices in our school?

The committee will use a six step process, with 1 hour allotted for each step. The steps are as follows:

- Discuss important NYC Department of Education introductory information.
- Review the assessment options.
- Finalize the assessment selection.
- Review the growth measurements.

Present the recommended approach to the principal.

#### 4c. “Conceptual” Consolidation of Funds in SWP Schools

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	275,011.00	X	5
Title II, Part A	Federal	140,486.00		
Title III, Part A	Federal	11,200.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,079,382.00		

#### <sup>1</sup>Explanation/Background:

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

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

**conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

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

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

**Important Note:** The following funds may not be consolidated:

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

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

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

**Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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

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

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### **Parent Involvement Policy (PIP) Template**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. PS/MS 3, 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. PS/MS 3 will support parents and families of Title I students by:

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;

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

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

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

#### **School-Parent Compact (SPC) Template**

**PS/MS 3**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

#### **I. School Responsibilities:**

Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;

- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;

- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

**III. Student Responsibilities:**

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>Raul Julia</u>	DBN: <u>10X003</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>35</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>3</u>
# of certified ESL/Bilingual teachers: <u>1</u>
# of content area teachers: <u>2</u>

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:         Literacy in the Content Areas and Mathematics Tutorial Program for ELLs within the 2014-2016 academic school years.

During instruction, teachers will incorporate strategies that will help LEP students to acquire and develop their English language and vocabulary skills in order to meet Common Core Learning Standards. The teachers will conduct lessons using the Workshop Model, which consists of the mini-lesson, guided practice, and independent practice, share and conferring.

Number of ELLs/Grade K-8: 35 students

Language of Instruction: English

Service Provider and Qualifications: 1 Certified ESL Teachers and 2 Certified Content/Common Branch Teachers

Student to Teacher Ratio: 12:1 (maximum)

Strategic Objectives

- For all ELL students to achieve high proficiency levels in Literacy and Mathematics tests.
- To target ELL students through intervention services in Literacy and Mathematics.
- To empower the ELL parent community to better support the academic achievement of their children.

Schedule for Activities

Saturday Program

Hours of operation: 8:30 AM-12:30 PM

Major Tasks/Activities

- To utilize data to provide additional instruction in deficient skill areas as indicated by DRA Assessment, NYSELAT, Periodic Assessments, teacher made test and standardized test simulations.
- To provide additional instructional activities that reinforces ESL strategies.

Indicators of Success

- Improved performance on running record assessments.
- Improved written expression as illustrated by weekly assignments.
- Improved performance on the DRA Reading Assessment.
- Improved performance on end of unit assessments.

Furthermore, during the normal school day PS/MS 3 offers Freestanding English as a Second Language (ESL) to our English language learners with the goal of bring all ELLs to English language proficiency in both academic and social settings. Our staff is dedicated to promoting the mission of PS/MS 3, which is to create a community of learners that promotes high standards and outcomes for all students.

## Part C: Professional Development

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

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

### Part C: Professional Development

Begin description here: \_\_\_\_\_ Professional development is the core to our school's improvement plan. We offer many professional development opportunities, and have experienced instructional support personnel who have successfully taught and implemented all programs and initiatives at P.S./M.S. 3. The instructional support personnel is available to assist all staff members with instructional and curriculum issues. In addition, teachers are encouraged to participate in off site professional development to increase their knowledge and skill set.

Grade wide planning meetings are held during preparation and all teachers participate in professional development every Tuesday.

The role of the Professional Development Team is to facilitate and provide professional development workshops for all staff members. In addition, members of the Professional Development Team are responsible for arranging classroom inter-visitations, visits to other school sites, workshops on-site and off-site, demonstration lessons and team teaching.

The ESL teacher and content regular classroom teachers will continue to attend professional development sessions sponsored by Teaching Matters which will be turn-keyed to other staff members as well. The teachers will collaborate with each other to design ESL friendly lessons that will also benefit all students.

### Part D: Parental Engagement Activities

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

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

Begin description here: \_\_\_\_\_ We also encourage parents to support their own learning of English through a school-based ESL program with our CBO SoBro. Additionally, SOBRO, a Community Based Organization, provides ESL and GED programs to our parents facilitated by a certified professional. This takes place at the SOBRO headquarters on Monday thru Wednesday from 6:00 PM-9:00 PM. Parents will be notified of this opportunity in writing and orally.

### Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	_____	_____
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials	_____	_____

**Part E: Budget****FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none"><li>• Must be supplemental.</li><li>• Additional curricula, instructional materials.</li><li>• Must be clearly listed.</li></ul>		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____

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

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

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

## Part I: School ELL Profile

### A. School Information

District <b>10</b>	Borough <b>Bronx</b>	School Number <b>003</b>
School Name <b>Raul Julia</b>		

### B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal <b>Denise Brown</b>	Assistant Principal <b>Rick Stapleton</b>
Coach <b>N/A</b>	Coach <b>N/A</b>
ENL (English as a New Language)/Bilingual Teacher <b>Renata Deluca</b>	School Counselor <b>Darien Sheff</b>
Teacher/Subject Area <b>Caroline Maguire/Mathematics</b>	Parent <b>Auldrey Lufadeju</b>
Teacher/Subject Area <b>Eileen Cruz/Literacy</b>	Parent Coordinator <b>Miriam Ortiz</b>
Related-Service Provider <b>Marilou Quidet</b>	Borough Field Support Center Staff Member <b>Javier Ocampo</b>
Superintendent <b>Melodie Mashel</b>	Other (Name and Title) <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <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)	350	Total number of ELLs	33	ELLs as share of total student population (%)	0.00%
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	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 checked="" type="checkbox"/>
	6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>

### This school offers (check all that apply):

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

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

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	33	<b>Newcomers</b> (ELLs receiving service 0-3 years)	5	<b>ELL Students with Disabilities</b>	8
<b>SIFE</b>		<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	6	<b>Long-Term</b> (ELLs receiving service 7 or more years)	1

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	8		3	14		5	1		1	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 1

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* EP=English proficient student

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

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

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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### Freestanding English as a New Language

#### Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	6	3	9	6	2	1	2	0	1					0
Chinese		1					1							0
Russian														0
Bengali									1					0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

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

#### FORMER ELLS BASED ON REVISED EXITING CRITERIA

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

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														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.  
 PS/MS 3 uses DRA (Kindergarten-3), the Performance Series (3-8) and Fountas and Pinnell for reading level correlations. The ENL teacher also uses thematic units of study. At the end of every unit, the students are assessed and are grouped by language proficiency levels. The teacher makes in class observations and creates differentiated assessments based on a performance task.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 The data reveals that PS/MS 3 has 5 students Entering, 3 students Emerging, 9 students Transitioning and 17 students Expanding. As students transition from one grade to another, they generally move up a proficiency level or remain on the same level. Benchmarks across the modalities affects instructional decisions made by the ENL teacher and the scores are discussed with other staffmembers servicing these students. Teachers will modify their lessons to meet the needs of the ELL students across the modalities and provide more focused instruction.  
 According to the most recent English Language arts Exam 0% of ELLs reached a proficiency level of 3 and 4. However, 11.1% of our ELLs reached a proficiency level of 3 and 4 on the Mathematics State exam.  
 The ELL students at PS/MS 3 are closely monitored and are provided with ENL services as per the New York States CR Part 154 mandates. English Language Learners who are Entering and emerging are provided with 360 minutes of ENL instruction. English Language Learners that are Transitioning and Expanding are provided with 180 minutes of ENL instruction. The ENL teacher and the classroom teacher groups students according to their language proficiency levels and their reading levels. The ENL teacher creates lessons that focus on the four language modalities of Listening, Speaking, Reading and Writing. Furthermore, a vast array of teaching materials to compliment the different learning styles. As a result of ELL students not performing as well on the NYS English Language Arts exam, there will be a greater focus on Reading and Writing. Students will be provided with additional scaffolds that will target literacy and writing instruction, in addition to reading and writing strategies.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
 Benchmarks across the NYSESLAT modalities have always had an impact on instructional decisions by affording teachers the opportunity to focus on strategies that zero in on students' deficiencies.

4. For each program, answer the following:
- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
  - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
  - What is the school learning about ELLs from the periodic assessments? How is the home language used?
- The following information is not available at this time.
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 PS/MS 3 data is used to determine what services should be provided to each student. Using Response to Intervention ensures that English Language Learners are given the opportunity to be engaged in rigorous instruction. Instead, of being referred erroneously. Basically, this model is used to build on standard core curriculum already in place in classrooms. It provided intervention through a Three Tiered System. The levels of support can be altered based on the individual needs of each ELL student. Through observation, evaluation and assessment, students individual growth is closely monitored. This framework gives ELLs who are below grade level a chance to receive instruction in a risk free environment. Again, student growth is closely monitored and determining on the level of performance students may or may not be discontinued.
6. How do you make sure that a student's new language development is considered in instructional decisions? A student's second language development is considered when making instructional decisions. Currently, our school does not offer a Bilingual Program, however native language resources are available to students. The following are used, but not limited to , bilingual books, dictionaries, word walls, interpretations of specific documents and homogeneous grouping. In addition, students can take specific content area exams in their native language.
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). At PS/MS 3 the success of the English Language Learner Program is measured by how well the students perform on the NYSESLAT and of other performance assessments. Growth can also be measured by the transition from one proficiency level to the next and performance levels on the New York State exams. In addition to meeting our annual yearly progress for English Language Learners is another way to gauge the success of our program.

## Part IV: ELL Identification Process

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

- 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.  
The steps regarding identification, parent choice and student program placement all occur within ten days of the student's enrollment. During the registration process, parents are given the Home Language Survey to complete. The parent completes the HLS with the assistance of a pedagogue. The prospective ELL and their parent are interviewed by the ENL Teacher. Then, the certified ENL/Spanish Bilingual teacher interviews the child and 1) administers the LAB-R and the Spanish LAB. When completed, she calls the parents and invites them to the orientation meeting. She gives a brief background orientation on ELLs rights in both Spanish and English and 3) shows the orientation video in Spanish; 4) lets them know that their child is more fluent in Spanish, if that's the case 5) helps them fill out the survey and program choice form and 6) Lets them know how he or she would benefit from one of the programs which develops both the first language and the second language. 7) Teacher collects the forms and files them in a binder. All these steps and procedures are completed within the 10 day timeframe.
- 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).  
Paste response to question here:
- 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).  
Paste response to question here:

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.  
**Paste response to question here:**
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).  
**Paste response to question here:**
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.  
**At PS/MS 3 we ensure that the parents understand all three program models by directly communicating with them during the registration process. Once HLS demonstrates that a second language is evident, the parents are immediately informed about the program choices. The ENL Teacher will provide the parent with an orientation on the spot or in the near future. Once the child is given the LAB-R or the NYSITEL, and is deemed eligible, the parent is sent a letter of entitlement. The parents are aware that they must select a program for their child.**
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.  
**The entitlement letters are sent home and the Parent Survey and Program Selection forms are collected at the meeting which is conducted in both Spanish and English.**
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
**Further outreach is conducted by the Parent Coordinator.**
9. Describe how your school ensures that placement parent notification letters are distributed.  
**The letters are disseminated by the ENL Teacher.**
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
**All documents are placed and kept in a binder.**
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
**The steps taken to administer all sections of the New York State English as a Second Language Achievement Test to all ELLs is as follows: All four modalities of the NYSESLAT are administered by the ESL/Bilingual certified teacher. The speaking which is administered one on one is scored by another certified teacher. The scoring of the writing and transcribing of the speaking is done by a group of other certified teachers to the exclusion of the ESL and the students' ELA teachers. Then the testing coordinator inventories, packs all the tests, and delivers them.**
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
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).  
**For the past years, after careful review of the Parent Survey and Program Selection forms, the trend of choice has been the monolingual classes with ENL services. Although parents are informed about the three program models, the majority of our parents request the ENL Program. The school aligns the parent choice with ENL instruction.**

## 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.

ELL Programming PS/MS 3 adheres to the mandated requirements that ELLs who score at the entering and emerging levels on the NYSESLAT will receive 360 minutes of ENL services per week. ELLs who score at the transitioning level on the NYSESLAT will receive 180 minutes of ENL service per week.

ENL instruction will be provided by the ENL teacher through a push-in model primarily and pull-out model when needed. In this model the ENL teacher will serve in the capacity of a co-teacher and supports the ELL students with direct instruction in the classroom setting. Some students who require 360 minutes will receive additional service at times through a pull-out model. Students are grouped by proficiency levels when 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)?

When designing the ENL schedule, we ensure that we are providing the mandated amount of service as per CR Part 154. The flexibility in scheduling affords the ENL teacher the opportunity to organize groups based on proficiency levels. The ENL teacher meets with the classroom teacher to develop a schedule that best meets the needs of the ELLs in the class.
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.

ENL instruction is delivered through the content areas with a specific emphasis on Literacy, Writing and Mathematics. Although the main language used for instruction is English, Spanish as well as other languages will be used as necessary through teacher translation or interpretation and/or a student who is dominant in the specific language will be asked to assist. Furthermore, glossary, picture dictionary, thesaurus, picture card, bilingual dictionary will be used to support the native language as well.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?  
N/A
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

The Educational programs that the ENL teachers utilize and teacher created activities facilitate the evaluation of the four language modalities. The test ready materials used in preparation of the NYSESLAT also evaluate the modalities.
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

Students who are SIFE are provided with additional services. Parents are interviewed at registration to further assist the school with information pertinent to the child's educational background ensuring proper class placement. When students arrive at our school, they are given an informal assessment. Students are assessed in their classrooms and are provided with the opportunity to work in homogeneous groups. At times, SIFE students are paired with another student of the same country in order to provide them with additional support. The students are reintroduced to a school setting. Students and parents are also given the opportunity to meet with a guidance counselor, the dean and the teacher. Staff members are also made aware of these students and are provided with

best practices, activities and training that can further facilitate and support them. These students are also monitored in order to organize a plan that would hone in on their weaknesses and strengths. In addition, they are provided with the same educational materials as all the other ELLs.

The plan for newly arrived ELLs includes, but is not limited to a parent workshop or individual conference for the selection of a program that best meets the needs of the ELLs and their parents. Once our ELLs are identified and placed in their program selection, they are then provided with the services of English as a New Language using the push-in and/or pull-out models. In addition, our ELLs are provided with a class partner, Academic Intervention Services, and scaffolding.

In order to address the No Child Left Behind policy, student's progress is tracked and monitored as these children will be required to take the ELA after one year. To ensure students are prepared, the ENL teacher provides these students with two ENL units with intense focus on language acquisition. In addition, these children also receive ELA instruction during the school day.

Students receiving 4 to 6 years of English as a New Language are also monitored in order to provide them with tailored instruction based on the results of the NYSESLAT modalities, ELA State exam, teacher assessments, class work and homework. Afterwards, the students are provided with services according to their individual needs. These services usually include academic intervention. Additionally, ELLs who have reached a proficiency level on the NYSESLAT will be provided with two years of transitional support through testing accommodations and special programs offered after school.

Long term ELLs are provided with all mandated services and safety nets such as AIS support in Literacy and Math, and individualized or small group instruction. Their progress is closely monitored to ensure that they receive the necessary services.

Teachers provide students with meaningful feedback on their work and allow students the opportunity to self assess and set educational goals for themselves. In addition to the common core learning standards, teachers provide exemplars so students can have models. Students are also trained on different rubrics for the various writing genres.

The plan to support ELLs who pass the NYSESLAT is to continue to provide them a per mandate, with additional 2 years of support for additional testing accommodations, small group instruction and access to the ESL resources if needed. In order to provide ELLs who have passed the NYSESLAT with transitional support, the children will be tracked and monitored. In doing so, support will be provided in the subject areas as needed per individual students. In order to determine what supports are needed, various forms of assessments will be utilized including State exam results. Title III will also be offered to these students as well as testing accommodations.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.  
These students will be monitored in order to determine if they need to be provided with tailored instruction based on the results of the NYSESLAT modalities, ELA State exam, teacher assessments, class work and homework. Afterwards, the students are provided with services according to their individual needs. These services may include academic intervention or RTI. Additionally, ELLs who have reached a proficiency level on the NYSESLAT will be provided with two years of transitional support through testing accommodations and special programs offered after school.
8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

Some of the instructional strategies teachers use for ELL-SWDs include, but are not limited to: multisensory approach, modeling every activity, using mnemonic strategies to promote memory association, direct instruction, pacing instruction carefully thus ensuring clarity, presenting technical content in small incremental steps, writing legibly with focused text, using props to present narrative situations, using highlighters and underlining key words, using word frames, visual cues, outlining texts with a focus on the main idea, and using various forms of assessments.

The materials used to provide instruction varies. Some materials include, but are not limited to: foam, raised and magnetic letters and numbers, dry erase boards, counters, beads, making word cards and other hands-on and teacher created activities.

Grade

appropriate materials are used to develop a word center. In order to meet the diverse needs of ELL-SWDs within the least restrictive environment, the school has scheduled support periods within some teachers' programs. Some teachers provide math support and small group instruction and other teachers provide literacy support or small group instruction. These providers work

closely with the classroom teachers in order to intergrate the class curricula with the instruction provided. The children chosen for

small group instruction are usually identified by the classroom teachers, school administrators, exam history or are IEP driven. Furthermore, ELLs who are classified with learning disabilities are served as per their IEP and receive multiple services.

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?

Some of the instructional strategies teachers use for ELL-SWDs include, but are not limited to: multisensory approach, modeling every activity, using mnemonic strategies to promote memory association, direct instruction, pacing instruction carefully thus ensuring clarity, presenting technical content in small incremental steps, writing legibly with focused text, using props to present narrative situations, using highlighters and underlining key words, using word frames, visual cues, outlining texts with a focus on the main idea, and using various forms of assessments.

The materials used to provide instruction varies. Some materials include, but are not limited to: foam, raised and magnetic letters

and numbers, dry erase boards, counters, beads, making word cards and other hands-on and teacher created activities.

Grade

appropriate materials are used to develop a word center. In order to meet the diverse needs of ELL-SWDs within the least restrictive environment, the school has scheduled support periods within some teachers' programs. Some teachers provide math support and small group instruction and other teachers provide literacy support or small group instruction. These providers work

closely with the classroom teachers in order to intergrate the class curricula with the instruction provided. The children chosen for

small group instruction are usually identified by the classroom teachers, school administrators, exam history or are IEP driven. Furthermore, ELLs who are classified with learning disabilities are served as per their IEP and receive multiple services. The majority

of our ELL-SWDs are serviced through a intergrated team teaching approach.

Chart

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

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

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

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



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

Chart

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

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

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

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

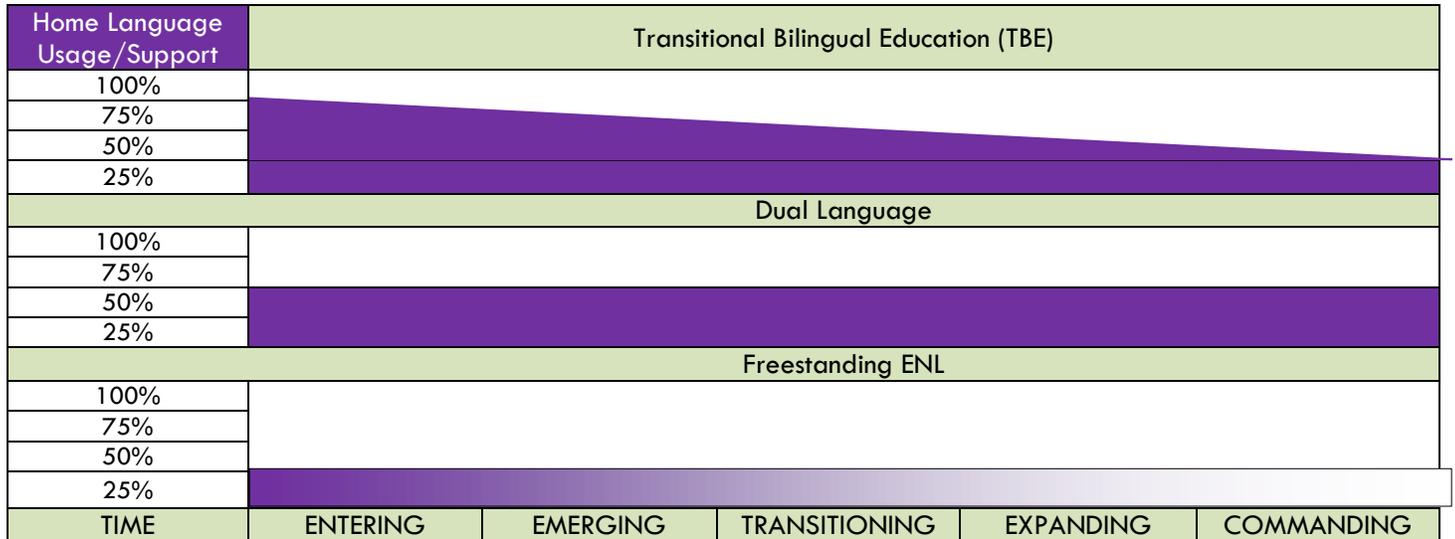


\*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

### Home Language Usage and Supports

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



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.  
The targeted intervention programs for ELLs in ELA , math and other content areas are:  
Academic Intervention Services  
Guidance Counseling  
Small Group Instruction  
IReady  
Saturday Academy  
Title III After school for ELLs
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
We are constantly making changes to the program we have in place based on the academic needs of our ELLs. We currently use a Program called The Power of Language grades K-8. The teachers use Social Studies and Science as a basis for developing thematic units of study as well as provide Math support in the classrooms. The ENL teacher collaborates with the classroom teachers in order to provide maximum support with classroom curricula.
12. What new programs or improvements will be considered for the upcoming school year?  
For the upcoming school year, the school is considering an afterschool program for grades 3-8. This program will meet 2 times a week for 2 hours per session. The program will run on a 6 week rotational schedule.  
The goal is to promote language acquisition and improve in reading and writing through the study of thematic units.
13. What programs/services for ELLs will be discontinued and why?  
We will continue to make the existing program better.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
ELLs are afforded equal access to all school programs. The ELL students are able to take advantage of various programs as long as they meet the criterion for these programs. They are not excluded from schoolwide activities and events. They are represented in every initiative at PS/MS 3.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.  
Paste response to question here:
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
The home language is support by providing the students, when necessary, translations of texts, bilingual books, glossary, dictionary, native language articles, books, literature and computer software.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
Required services support and resources correspond to ELLs ages and levels. We purchase grade and age appropriate materials to support this program. The programs also come with math manipulatives, picture cards, alphabet cards picture books and guiding reading materials. The support services are provided by licenced teachers. Supports includes small group instruction, guiding groups, and peer groups.
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).  
Some procedures used to assist newly enrolled ELLs are:  
Orientation in Semptember emphasizing expectations per grade  
Supply lists  
Pamphlets with tips for starting the school year the right  
Conducting building tours  
Family Night  
Math Night
19. What language electives are offered to ELLs?  
Paste response to question here:
20. For schools with dual language programs:

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

## 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.)  
Teachers must meet State certification licensing requirements. The teachers are licensed in the area in which they teach. The staff is provided with many opportunities for professional development on various topics that address the needs of the ELLs both in the mainstream and special education. Professional learning will take place during grade meetings, common preps, professional development, lunch time collaboration meetings and afterschool. All staff will participate in these workshops. The topics covered for professional development are, but not limited to:

Who are our ELLs and how are ELLs identified-HLIS/LAB-R/NYSITELL?

Lesson planning and correlation with the standards and performance indicators

- Examining the language proficiency levels, language progressions and developing sample lessons
- What is the NYSESLAT?
- Tailoring lessons in the content areas to further meet the needs of ELLs
- Examining the four language modalities Listening, Speaking, Reading and Writing and creating activities and teaching strategies for each modality
- Differentiated Instruction
- Addressing the Learning Styles

Implementing CharlotteDanielson's- A Framework for Teaching

Common Core Learning Standards: Implications for all ELLs

In addition, all staff members are encouraged to meet once a week for grade planning. The ESL, special education, and the monolingual staff meet and plan collaboratively. Teachers also meet with the ENL Teacher to facilitate the implementation of future instruction as well as the use of the ESL toolkit and to address compliance issues. The Testing Coordinator works closely with the ENL staff in ordering grade specific and age appropriate materials, test prep booklets and providing on-going staff development with an emphasis on test taking strategies and thematic units. T

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?  
Refer to Question 1
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
All students have transitional meeting with the guidance counselor.
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.

Teacher will participate in off site professional learning and some on site professional learning in order to fulfill these requirements.



### 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?

At PS/MS 3, developing a strong bond between the home and school community is essential for academic success. When parents are involved in their child's education, children become more enthusiastic as well. At present, there is a Parent Teacher Association which meets once a month. Parents elect their own cabinet members: President, Treasurer and Secretary. The Parent's Association collect annual membership dues and promote and execute fund raisers. The PTA funds various school activities, including but not limited to, kindergarten and grade 8 graduations, field day and appreciation luncheon. ELL parents are welcomed and encouraged to attend these meetings. ELL parents are provided with interpreters which facilitate communication in the parents native language. The PTA, Parent Coordinator and the school provide workshops for parents on all area.

In addition parents are also involved in the School Leadership meetings. During this meeting, the parents association president and elected parents meet with the Principal, elected teachers and the UFT representative as per Chancellor's Regulation A-655. Parents needs are evaluated through parent surveys, parent-teacher conferences and individual meetings. A parent bulletin board has been set up to display the upcoming school events, news, reminders, lunch menus, workshops and monthly calendars. In addition, parents will be offered special training on the NYC School Account and how to help their child at home.

In order to further foster communication, parents will also be provided with their child's teacher's DOE email address. Furthermore, the PS/MS 3 website also provides parents with a variety of schoolwide information. The Parent Coordinator also sends out e-mails and makes phone calls to parents informing them about upcoming events and workshops. The Parent Coordinator also addresses personal parent issues, concerns and questions. Once a year the parents are encouraged to fill out The Learning Environment Survey. The results are discussed in order to implement change at the school based on the feedback from the parents.

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. Some ELL parent involvement includes, but is not limited to:

Orientation in September emphasizing expectations per grade  
Conducting building tours  
Family Night  
Math Night  
Literacy Night  
Field Day  
Common Core Workshops  
Dads Bring Your Child to School  
High School Fair  
PTA Meetings  
Parent Teacher Conferences

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?  
Sobro  
Parent Center at Mercy College  
Good Shepard  
Learning Leaders
5. How do you evaluate the needs of the parents?  
Parent Survey  
Parent Needs Assessment  
Learning Environment Survey  
Parent Conferences
6. How do your parental involvement activities address the needs of the parents?  
Our parent involvement activities addresses the needs of parents, because we develop our activities based on the interests and needs that the parents have expressed via a survey, needs assessment and parent conferences.

#### D. Additional Information

Include any additional information that would be relevant to your LAP and would further explain and highlight your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

**Paste response here:**

School Name: **Raul Julia**

School DBN: **10X003**

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)
Denise Brown	Principal		10/16/15
Rick Stapleton	Assistant Principal		10/16/15
Miriam Ortiz	Parent Coordinator		10/16/15
Renata Deluca	ENL/Bilingual Teacher		10/16/15
Auldrey Lufadeju	Parent		10/16/15
Caroline Maguire	Teacher/Subject Area		10/16/15
Eileen Cruz	Teacher/Subject Area		10/16/15
N/A	Coach		10/16/15
N/A	Coach		10/16/15
Darien Sheff	School Counselor		10/16/15
Melodie Mashel	Superintendent		10/16/15
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **10X003** School Name: **Raul Julia**  
Superintendent: **M. Mashel**

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

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

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

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

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

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

According to the RHLA we have concluded that our school services three major language groups. These include Spanish, Chinese, and Bengali. We have teachers, school aides, paraprofessionals and the parent coordinator to facilitate the day to day translations on a needs basis. All communications sent to parents are in the language that the parent has requested. We make an effort to send home communications to the Bengali and Chinese speaking parents in their language. Our school also utilizes the service of the DOE Translation Unit.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Parent's preferred languages for both written and oral communication are:  
English  
Spanish  
Bengali  
Chinese

## Part B: Creating a Communications Calendar

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

Parental Notification letters are translated using bilingual school personnel and/or the service provided through the Department of Education. We have staff available that speak and write the languages mentioned above. For written translation we also utilize the services that have been provided by the Department of Education. Parents are informed of their rights with the Parent Bill of Rights, translated in the languages mentioned above. Also, interpretation service availability for the covered languages is posted for parents. Some of the notice provide to families throughout the course of the school year include, but are not limited to:

Family Night  
Lunch Forms  
Parent Teacher Conferences  
Report Cards  
Annual Review/EPC

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.

Throughout the the school year the following face-to-face meetings take place:

Family Night  
Common Core Workshops  
Math Workshops  
Literacy Night  
Parent Teacher Conferences  
Annual Review/EPC  
High School Fair

## Part C: Providing Language Assistance Services

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

Parental Notification letters are translated using bilingual school personnel and/or the service provided through the Department of Education. We also have staff available that speak and write the languages

mentioned above. For written translation we also utilize the services that have been provided by the Department of Education. Parents are informed of their rights with the Parent Bill of Rights, translated in the languages mentioned above. Also, interpretation service availability for the covered languages is posted for parents. If an interpreter is need for a specific event or meeting it will be scheduled and coordinated by the Parent Coordinator and School Secretary will handle the financial part of taking care of the invoice for the service provided.

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.

Parental Notification letters are translated using bilingual school personnel and/or the service provided through the Department of Education. We have staff available that speak and write the languages mentioned above. For written translation we also utilize the services that have been provided by the Department of Education. Parents are informed of their rights with the Parent Bill of Rights, translated in the languages mentioned above. Also, interpretation service availability for the covered languages is posted for parents.

#### **Part D: Training Staff on Policies and Procedures**

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

The offered services are reviewed with the staff at the opening faculty conference.

#### **Part E: Providing Notice of Language Assistance Services**

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

##### Checklist of Notification Requirements

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

The Welcome Poster is posted in the Main Lobby. The Parents' Bill of Rights is provided to the parents during meetings. The Parents' Guide to Language Access is provided the parents via the Parent Coordinator. The Language ID Guide is available at the security desk and in the main office.

## **Part F: Monitoring and Quality Control**

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

The following items are used to gather feedback from the parents:

- Parent Survey
- Parent Needs Assessment
- Learning Environment Survey
- Parent Conferences
- Parent Teacher Association