

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

09X004

School Name:

P.S./M.S. 004 CROTONA PARK WEST

Principal:

VINCENT RESTO

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: PS/MS 4 Crotona Park West School Number (DBN): 09X004
Grades Served: PRE K-8
School Address: 1701 Fulton Avenue
Phone Number: 718-583-6655 Fax: 718-583-6668
School Contact Person: Vincent Resto Email Address: vresto@schools.nyc.gov
Principal: Vincent Resto
UFT Chapter Leader: Samantha Florentino
Parents' Association President: Danielle Winds
SLT Chairperson: Danielle Jenkins
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Wendy Trantham
Student Representative(s): N/A

District Information

District: 9 Superintendent: Leticia Rodriguez-Rosario
Superintendent's Office Address: 1245 Washington Avenue Bronx, NY 10456
Superintendent's Email Address: Lrosario2@schools.nyc.gov
Phone Number: 718-579-7143 Fax: 718-410-8933

Borough Field Support Center (BFSC)

BFSC: District 9 Director: Jose Ruiz
Director's Office Address: 1 Fordham Plaza, Bronx, NY 10458
Director's Email Address: Jruiz2@schools.nyc.gov
Phone Number: 917-608-0230 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)
Vincent Resto	*Principal or Designee	
Samantha Florentino	*UFT Chapter Leader or Designee	
Danielle Winds	*PA/PTA President or Designated Co-President	
Patricia Wright	DC 37 Representative (staff), if applicable	
Wendy Trantham	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Danielle Jenkins	Member/ Elected UFT	
Lashawn Jones	Member/ Elected UFT	
Marisol Rosado	Member/ Elected Parent	
Shanelle Washington	Member/ Elected Parent	
Rosa Lora	Member/ Elected Parent	

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

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

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

PS/MS 4 is a school focused on the development of the "whole child." We are an elementary-middle school with approximately 550 students from grade pre-kindergarten through grade 8. The school population is comprised of 53% Black, 45% Hispanic, and 1% White students. The student body includes 10% English language learners and 21% special education students. Our school services a diverse community and we pride ourselves in providing a safe and nurturing environment centered on building relationships with our scholars in order to support them academically, socially and emotionally. Currently over 50% of our scholars reside in temporary housing. As a result, we have been committed to providing intensive counseling and at-risk services to our scholars. Additionally, we departmentalize across grades 3-8 in order to expose our scholars to teaching experts in each subject area. Further to this, we believe in small group instruction to meet the individualized needs of our scholars.

Our community is also focused on cultivating and developing the potential demonstrated by our students, teachers and administrators by continuously seeking leadership opportunities that will promote their growth. These opportunities include but not limited to the following:

- Athletic Teams across the grades 5-8, specifically, our boys and girls basketball teams coached by our teachers
- Broadway Junior Drama and Arts Program that is fundamentally driven by our students on grades 3 through 8.
- The Student Ambassador Leadership Program centered on cultivating young leaders in the middle school
- The implementation of the Lead Teacher program that provides teachers with the opportunity to lead the development of curriculum, teacher teams, staff hiring selection, intervention and enrichment programs as well as professional development.
 - Partnerships with college institutions such as Bank Street and Lehman College that provided our teachers with opportunities to enter programs in order to pursue educational leadership.

Vision Statement

Our vision at PS/MS 4 is to create a culture of self-reflective scholars who use learning opportunities to develop a global awareness of the world. The school society comprised of parents, guardians, students, teachers, and staff will make a joint intellectual effort to provide a holistic educational experience that promotes the urgency to teach the "whole" child: mental, social, emotional, as well as physical skills.

Mission Statement

Our mission at PS/MS 4 is to devise and implement a comprehensive educational program that encompasses all members of the community engaged in real-world experiences, technological advances and meaningful discourse. The fundamental components will consist of continuous data analysis, goal-setting, teacher teams, reflective practitioners, authentic professional development, parental involvement, and the establishment of societal norms .

09X004 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	PK,0K,01,02,03,04,05,06,07,08	Total Enrollment	557	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	94.1%	% Attendance Rate			88.5%
% Free Lunch	94.3%	% Reduced Lunch			4.1%
% Limited English Proficient	10.1%	% Students with Disabilities			21.5%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.2%	% Black or African American			53.3%
% Hispanic or Latino	45.2%	% Asian or Native Hawaiian/Pacific Islander			0.4%
% White	0.8%	% Multi-Racial			0.2%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	7.34	# of Assistant Principals (2014-15)			3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			5
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			8.8%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	1.1%	Average Teacher Absences (2013-14)			8.55
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	13.8%	Mathematics Performance at levels 3 & 4			26.9%
Science Performance at levels 3 & 4 (4th Grade)	76.5%	Science Performance at levels 3 & 4 (8th Grade)			37.3%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			96.7%
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					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
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				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

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

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

Part 1 – Needs Assessment

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

After analyzing data from the school’s 2014-2015 Quality Review Report as well as the 2012-2013 NYC Progress Report, it is determined that a large percentage of students at PS/MS 4 are not scoring Level 3s and 4s on the NYS ELA exam in comparison to city schools. In addition, the Quality Review included the following feedback:

- While a majority of classrooms have strong pedagogical practices, there are still some classrooms that have inconsistent practice around extensions for advanced learners. As a result, high levels of thinking and ownership for some students are not evident in all classrooms.

Although PS/MS 4 has made significant progress relative to this element as compared with other schools in the district, the closure of the achievement gap in the area of Reading and embedding rigor for advanced learners are determined to be priority needs.

Part 2 – Annual Goal

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

By June of 2016, a rigorous and coherent ELA curricula aligned to Common Core Learning Standards that is monitored and adapted to meet the needs of all students to include ELLs, SWDs and advanced learners will be implemented across grades K-8 in order to promote student progress in the area of Reading. The progress within this goal will be measured by a 5% increase in students identified as on- or above-level proficient via the school’s online SchoolPace system as well as a 3% increase in students scoring a Level 3 or 4 on the NYS ELA assessment.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>A rigorous and coherent ELA curriculum will be developed during the school's Curriculum Team planning time and modified based on data across Grades K-8 by teachers in collaboration with administration.</p>	<p>K-8 ELA Teachers</p>	<p>July 2015-June 2016</p>	<p>Principal, Assistant Principals, Teachers</p>
<p>ELA instruction is departmentalized across Grades 3-8 so that teachers can focus on planning for and teaching ELA thereby becoming content specialists.</p>	<p>3-8 ELA Teachers</p>	<p>September 2015-July 2016</p>	<p>Principal, Assistant Principals, Teachers</p>
<p>The PS/MS 4 Data System as well as SchoolPace system will be used to monitor and track the progress of students and this information will be used to drive student individual and small group instruction and develop reteach or enrichment activities for target subgroups.</p>	<p>K-8 ELA Teachers</p>	<p>September 2015-July 2016</p>	<p>Principal, Assistant Principals, Teachers</p>
<p>Professional development workshops will be facilitated to support teachers with curriculum and teaching as well as the SchoolPace program. Professional development will be facilitated by an American Reading Company (ARC) consultant to include assessing students' reading levels, in-class coaching, conferencing, and planning to meet students' goals and track progress in the area of Reading. Professional development will be provided via Creative School Services focused on enhancement of teaching strategies, questioning and discussion, student engagement as well as using assessment to inform instruction.</p>	<p>K-8 ELA Teachers</p>	<p>September 2015-July 2016</p>	<p>Principal, Assistant Principals, Teachers</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ul style="list-style-type: none"> • Master program to allow common planning time for all ELA teachers in addition to shared preparation periods • Funding for summer and year-long curriculum planning team to develop and modify ELA curriculum and assessments • Funding for resources to support curriculum to include books • Funding for professional development workshops facilitated by teachers and outside consultants
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>

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

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>A mid-point benchmark that will indicate school progress toward meeting the specified goal will be an analysis of the percentage of students identified as on-or above grade level in SchoolPace in February of 2016 as compared with November of 2015.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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.

The identified need that generated this goal is the amount of infractions documented via the school’s Online Occurrence Reporting System (OORS) during the 2014-2015 school year for grades K-5 in addition to survey results on questions related to safety from the 2013-2014 Learning Environment Survey. Another priority need addressed in this goal is that 51% of the PS/MS 4 student population resides in temporary housing.

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 of 2016, all students in Grades K-5 will participate in a PBIS (Positive Behavior Intervention Supports System) as organized by administration and the guidance team in order to support social and emotional development as measured by a 2% decrease in the number of incidents documented via the Online Occurrence Reporting System (OORS).

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 			
<p>The K-5 Assistant Principals will implement a weekly incentive school-wide program with a kickoff assembly at the beginning of the school year. “Resto” bucks and raffle tickets will be distributed to teachers and students will be awarded bucks or tickets regularly for positive academic and social behaviors.</p>	<p>K-5 students</p>	<p>September 2015-June 2016</p>	<p>Principal, Assistant Principals, Teachers, Dean, Social Workers</p>

Raffles will be drawn weekly determining which students visit a depot where various items will be available for purchase with "Resto" bucks. Teachers will be introduced to this incentive system during Common Planning periods in October.			
Social Workers and the guidance counselor will conduct guidance interventions across Grades K-8 to promote conflict resolution and deter incidents. They will conduct a training for staff in "Crisis Intervention" as well as work closely with teachers during designated common planning periods on behavioral interventions and strategies to be applied in classrooms.	K-5 students	September 2015-June 2016	Principal, Assistant Principals, Dean, Social Workers
Parent workshops will be conducted to assist with promotion of positive academic and social behaviors as organized by the parent coordinator.	Parents	September 2015-June 2016	Parent Coordinator
Students will attend assemblies focused on anti-bullying prevention and positive social emotional behaviors.	K-5 students	October 2015-May 2016	Principal, Assistant Principals, Social Workers, Dean, Business Manager

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • Funding for additional social workers and dean • Funding for maintenance of prizes in depot, raffle tickets and "Resto" bucks • Funding for outside assemblies and consultants to support the area of social emotional development 											
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
In February 2016, administration will ascertain the number of infractions documented in the Online Occurrence Reporting System as compared with February of 2015 to indicate school progress toward meeting this goal.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

After analyzing information from Advance formal and informal observations conducted during the 2014-15 school year, it has been determined that overall areas for improvement are Competencies 3b (Using Questioning and Discussion Techniques), 3c (Engaging Students in Learning), and 3d (Using Assessment in Instruction) of the Danielson Framework for Teaching. In addition, the majority of teachers at PS/MS 4 are in Years 1-3 of teaching.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–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 of 2016, 85% of Year 1-3 teachers in Grades K-8 will engage in weekly planning meetings to implement strategies focused on the development of their pedagogy as evidenced by progress in Competencies 3b, 3c and 3d of the Danielson Framework for Teaching.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>K-8 teachers in Years 1-3 will participate in weekly planning meetings focused on strategies in the areas of questioning and discussion, student engagement and use of formative and summative assessments in instruction.</p>	<p>K-8 Teachers who are in years 1-3 of teaching</p>	<p>September 2015-June 2016</p>	<p>Principal, Assistant Principals, Mentor Teachers</p>

K=8 teachers in Years 1-3 will participate in professional development workshops and classroom inter-visitations tailored to their specific needs.	K-8 Teachers who are in years 1-3 of teaching	September 2015-June 2016	Principal, Assistant Principals, Mentor Teachers
K-8 teachers in Years 1-3 will meet with administration to identify individual teacher goals and next steps based on the Danielson Framework for Teaching. These goals will be revisited at various points during the school year.	K-8 Teachers who are in years 1-3 of teaching	September 2015-June 2016	Principal, Assistant Principal, Year 1-3 Teachers
Administration will conduct informal observations on Year 1-3 teachers focused on competencies 3b, 3c, and 3d to provide meaningful feedback and determine progress.	K-8 Teachers who are in years 1-3 of teaching	October 2015-June 2016	Principal, Assistant Principal, Year 1-3 Teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • Master program schedule to designate weekly planning meetings • Funding for mentor teachers and administration to facilitate professional development outside of the workday • Funding for Year 1-3 teachers to participate in professional development outside of the workday • Funding for outside consultants 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
In February of 2016, administration will review the ratings for Year 1-3 teachers in Competencies 3b, 3c and 3d to analyze progress toward meeting the specified goal.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

Over the past three school years, it has been determined that teacher retention is a priority need as the majority of teachers do not remain teaching at PS/MS 4 for more than three years.

Part 2 – Annual Goal

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

By June of 2016, school administration will actively focus on activities to promote teacher retention as evidenced by a 20% decrease in teacher attrition.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>To support teacher retention, the administration will foster partnerships with various universities.</p>	<p>Pre K-8 Teachers</p>	<p>September 2015- June 2016</p>	<p>Principal/Assistant Principals</p>
<p>To support teacher retention, the administration will conduct feedback sessions with staff to determine professional development offerings and staff activities. Feedback sessions will</p>	<p>Pre K-8 Teachers</p>	<p>September 2015-</p>	<p>Principal/Assistant Principals</p>

consist of 1-1 meetings between teachers and one or two administrators where a teacher's professional needs are discussed and addressed with future professional development to include weekly co-teaching lessons (teacher and administrator).		June 2016	
To support teacher retention, the guidance counselor, social workers, and deans will work closely with teachers to provide guidance interventions and supports for students that pose behavioral challenges.	Pre K-8 Teachers	September 2015- June 2016	Principal/Assistant Principals/Guidance Counselor/Social Workers/Deans
To support teacher retention, the administration will communicate important information to staff via newsletters and recognize teachers' efforts with an awards ceremony. The administration alongside teachers will also collaborate on planning monthly staff events to promote a positive school culture.	Pre K-8 Teachers /School Staff Members	September 2015- June 2016	Principal/Assistant Principals/Teachers
To support teacher retention, two professional development consultants from Creative School Services (one specialist in Grades PK-2) will work with teachers across Grades Pre K-8 to provide workshops as well as in-class coaching with a focus on questioning and discussion techniques, student engagement, and using assessment in instruction. In addition, two consultants from Math Exemplars will conduct workshops and in-classroom coaching for teachers with a focus on using exemplar word problems as well as multiple math strategies with students. Also, eighth grade students alongside their teachers and administrators will participate in Peer Group Connection in which eighth grade leaders are given the opportunity to mentor upcoming sixth graders. In addition, the second phase of the "7 Habits" by Stephen Covey leadership program will be implemented with an 8th grade leadership class.	Pre K-8 Teachers	September 2015-June 2016	

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • Funding for professional development activities • Funding for staff awards 											
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

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

In February of 2016, teacher feedback will be compiled related to a variety of topics with the school and areas for improvement in order to make changes to support teacher retention.

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.

For the past few years, PS/MS 4 Parent Association Meetings and workshops have limited parental participation which generated a need for this goal. Since 51% of the PS/MS 4 student population resides in temporary housing, the majority of parents reside in nearby shelters and would benefit from increased positive involvement in the school community.

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 of 2016, the Parent Association, School Leadership Team (SLT), and parent coordinator will collaborate to organize activities which increase parental involvement as measured by a 50% increase of participation in parent activities.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>SLT and PA will organize a coat, book and food drive for STH parents. Coats, books and food will be distributed to STH families in the months of November and December.</p>	<p>Families of STH</p>	<p>December 2015-January 2016</p>	<p>SLT members/PA members</p>

<p>Parent workshops will be organized to focus on helping parents best assist their children with becoming academically and socially successful. Workshops will also be developed specifically for Pre K parents in collaboration with the parent coordinator. Parent workshop topics include:</p> <ul style="list-style-type: none"> -Academic and Social Behaviors -Kindergarten Enrollment -Transitioning to High School -Parent Zumba -Helping Children with Homework -Preparing Children for State Exams -Curriculum Overview -Healthy Eating -School Routines -Improving Literacy and Math -Kindergarten Readiness 	All Parents	September 2015-June 2016	Parent Coordinator, Pre K Teachers
<p>Parent newsletters and monthly event calendars will inform parents of upcoming activities. Activities include dentist visits, doctor visits, distribution of school uniforms, backpacks, school supplies to support families of STH, fitness classes, .</p>	All Parents	September 2015-June 2016	Teachers, Parent Coordinator, Administration, Business Manager, School Nurse
<p>ESL classes will be provided to non-English speaking parents two days a week.</p>	Non-English speaking parents	October 2015-June 2016	ESL Teacher, Parent Coordinator

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> <ul style="list-style-type: none"> • Funding for parent activities 											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

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.

Attendance and forms of outreach will be documented and maintained on file by the parent coordinator and the amount of parental participation will be analyzed in February of 2016 to indicate school progress toward meeting the specified goal.

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	NYS Exam Scores, performance on in-house assessments, SchoolPace reading levels, teacher referral based on classwork	Repeated readings, re-teach lessons, targeted skill lessons, differentiated intervention NYC Progress Readworks Fountas & Pinnell Scholastic Starfall Handwriting without Tears Reading A-Z American Reading Company	Small group	During the school day and after school
Mathematics	NYS Exam Scores, performance on in-house assessments, teacher referral based on classwork	Re-teach lessons, targeted skill lessons, differentiated intervention NYC Progress, Math Exemplars Thinkcentral Go Math! Reteach resources Math In Focus Scholastic	Small group	During the school day and after school
Science	NYS Scores for Grade 4, performance on in-house assessments, teacher referral based on classwork	Re-teach lessons Science FOSS Lab-Aids Classroom Libraries	Small group	During the school day and after school for Grades 4 and 8 prior to administration of Science exam
Social Studies	Performance on in-house assessments	Re-teach lessons Pearson My World Classroom Libraries	Small group	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Teacher referral, parent request, administrative observations	Counseling for behavior modification, social skills TCI Strategies	Small group, one-to-one	During the school day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> • Administration participates at recruitment fairs sponsored by universities and TeachNYC in order to screen potential candidates. • Administration partners with universities to identify student teachers and possible hires. • A hiring committee comprised of administrators and teachers interview possible candidates, observe demonstration lessons, and confer on hiring decisions. • The principal and business manager work closely with Human Resources to ensure that teachers' credentials are checked before hiring. • Partnerships with outside consultants such as the Steven Covey "Leader in Me" program, a school based math consultant and other consultants to provide support and professional development to teachers • The assignment of additional teachers to support small group instruction

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>The following strategies and activities for high quality professional development for teachers, administration, paraprofessionals and staff that enable all students to meet Common Core State Standards will be implemented during the upcoming school year:</p> <ul style="list-style-type: none"> • Classroom inter-visitations and professional development workshops focused on competencies 3b, 3c, and 3d of the Danielson Framework • In-house professional development sessions facilitated by teachers and/or outside consultants focused on areas of teacher need • Weekly common planning meetings and faculty professional development meetings • Outside professional development opportunities where key staff then turn-key information to other colleagues • An on-site math consultant to support teachers in Grades K-8 • Mentor teachers assigned to support specific cohorts of teachers

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

In our second year of Pre-K, Open Houses will be conducted to provide information to parents about our kindergarten program and give parents the opportunity to visit the classrooms. In addition, Pre-K teachers will collaborate with kindergarten teachers during weekly planning sessions. Pre K and Kindergarten teachers will also share ideas and plan center-based activities in the classroom.

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.

Teachers participate in the MOSL committee and are actively involved in the selection of assessments that will be used to determine student mastery and teacher efficacy. In addition, teachers participate in school based professional development sessions dedicated to the analysis of assessment results to improve instruction and are involved in the creation of in-house assessments.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for	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.

		FY '16 school allocation amounts)	Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	468,104.00	X	5B, 5E
Title II, Part A	Federal	146,517.00		
Title III, Part A	Federal	11,200.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,432,496.00	X	5A, 5B, 5C, 5D, 6

¹Explanation/Background:

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

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

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

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

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

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

purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **PS/MS 4**, 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 4** 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;
- providing ESL classes to parents to assist with their acquisition of the English language
- organizing a book giveaway, coat and food drive especially for parents residing in temporary housing

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

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

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

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

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

School-Parent Compact (SPC) Template

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

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>PS/MS 4</u>	DBN: <u>09x004</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>19</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>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: _____ The Title III funds will be used for an after school program. The after-school instructional program will service the ELL population on grades 3, 4 and 5 within the '14-'15 school year. This targeted ELL program will begin in January of 2015 and end in June of 2015, with an approximate duration of 22 weeks. It will run twice per week (Wednesdays and Thursdays from 3:30-4:45pm) in order to provide our students with access to ELA instruction. This instruction will be derived from weekly assessments in ELA, which indicate skills in need of improvement. These instructional sessions will be conducted by two content area teachers and one ESL teacher. The content area teachers will provide direct instruction while the ESL instructor rotates between each small group, providing small group support to our ELLs throughout each instructional session. We will strategically target these students so that they may improve their English language proficiency through content and skill based instruction. Through the use of varied teaching strategies we will address comprehension, vocabulary, fluency, speaking, and listening skills. We aim to improve student performance in terms of incremental progress. It is evident that while our students are strengthening their literacy skills, English proficiency has proved difficult to attain. As a result, students will delve into the content by reading for information and discussion. These students will demonstrate mastery by answering text dependent questions, engaging in discussion, developing short response answers, and constructing meaning by engaging in close reading activities. These sessions will focus on reading for comprehension and the discussion of varying concepts in literature. In addition, each child will read texts according to their reading level as well as the content and skill in focus. As students encounter these texts, they will be continually assessed to determine the appropriate level for instruction. The materials that will be utilized throughout the duration of this program will be skill based texts aligned to the CCLS. These resources will prepare our students to engage in the analysis of literature.

Part C: Professional Development

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

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

Begin description here: _____ Professional development will target the ESL and content area teachers involved in the after school program. Weekly sessions will be conducted by the ELL AP to discuss the implementation of common core standards, the design of lesson plans that focus on content as well as skill based instruction, student ability levels, resources as well as the instructional pacing involved in the facilitation of literature circles. These sessions will be conducted on the First Monday of each Month from January 2015 until June 2015 from 2:20-4:00pm. Further to this, these teachers will be invited to join the curriculum team 1-2 times per week in order to develop assessments based on content instruction and the common core standards, to design UBD templates, and curriculum plans around performance tasks and CCS standards. These sessions will be held on Mondays and Tuesdays of each week from 4:00-5:30pm. In addition, the curriculum team will support these teachers in the development of curriculum plans in order to provide for focused as well as comprehensive instruction. These teachers will meet beginning January 2015 until June of 2015.

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: _____ Parental needs are assessed through the Learning Environment Survey as well as In-House surveys to determine areas of interest for parent workshops. In alignment with this process, school personnel will translate and serve as parent liaisons in order to facilitate the exchange of school and community-based information that will serve to impact higher achievement. The Parent Coordinator and ESL teacher will provide additional translations through identified resources in a timely manner so that all pertinent information is relayed to parents. Parents will be notified specifically, through the use of outreach calls, flyers, and letters. In this fashion, parents will be invited to attend NYSITELL workshops that will serve to inform them of the components of the exam as well as the academic preparation involved. Further to this, monthly workshops that focus on common core standards, student ability levels, and testing strategies and will be held on a monthly basis, beginning January of 2015 until May 2015. Further to this, these workshops will inform parents of the curriculum pacing, the academic performance of ELLs as well as testing information pertinent to their child's success. These workshops will be facilitated by teachers, the ELL AP and the Parent Coordinator in an effort to provide parents with a holistic view of instruction as well as academic expectations. Additionally, weekly ESL instructional sessions will be held on Thursdays and Fridays in order to support family literacy beginning October 2014.

Part E: Budget

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

Allocation Amount: \$ _____

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

Part E: Budget

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

Allocation Amount: \$ _____

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">• Must be clearly listed.		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

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

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

District 09	Borough Bronx	School Number 004
School Name PS/MS 4 Crotona Park West		

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 Vincent K. Resto	Assistant Principal Maria I. Villegas
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Ms. Sanabria	School Counselor type here
Teacher/Subject Area Ms. Sanabria	Parent Danielle Winds
Teacher/Subject Area type here	Parent Coordinator /BM, Mr. Angel Pina
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent Ms. Leticia Rosario	Other (Name and Title) type here

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	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)	610	Total number of ELLs	78	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5
	<input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	78	Newcomers (ELLs receiving service 0-3 years)	64	ELL Students with Disabilities	11
SIFE		Developing ELLs (ELLs receiving service 4-6 years)	12	Long-Term (ELLs receiving service 7 or more years)	2

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	64	0	2	12	0	8	2	0	1	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

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	6	7	6	10	5	9	8	6	8					0
French	1	0	1	0	0	1	0	1	2					0
Haitian	0	0	0	0	0	0	0	0	0					0
TOTAL	0													

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	6	7	6	10	5	9	8	6	8					0
Chinese	0													0
Russian	0													0
Bengali	0													0
Urdu	0													0
Arabic	0													0
Haitian	0								1					0
French	1		1			1		1	1					0
Korean	0													0
Punjabi	0													0
Polish	0													0
Albanian	0													0
Other	1	1	1	2	1	1								0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	4	1			0
4	5	2			0
5	4				0
6	3				0
7	3	1			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	5				1				0
4	8		1						0
5	3		1						0
6	2		3						0
7	2		2						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.
 Fountas and Pinnell is the instructional tool that serves to inform both daily instruction as well as the instructional program of our school. The data collected varies across the grade levels as each child is assessed via individualized running records to determine reading and comprehension levels. Once the data is assessed, we utilize the American Reading Framework to identify the necessary skills and strategies students must possess in order to make significant gains across reading levels. Based on the analysis of current data, our students across grades PreK-8 engage in the decoding process with limited difficulty, but struggle to comprehend texts of varying text complexity. When analyzing responses to literature, major components such as themes, interpretation of the actions of characters and their development over the course of a text are difficult concepts to understand. Additionally, students struggle to identify relevant information via text-based details. Further to this, drawing appropriate conclusions as well as inferences is a significant challenge. Therefore, our instructional programs addresses skills such as main idea, thematic connections, drawing conclusions and inferencing across the genres. We have also modified our scheduling program to provide 90 minute blocks of reading and writing instruction so that students have more opportunities to acquire the necessary skills to increase comprehension.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 According to the data, it's evident that our ELL population has increased. Further to this, the new admission of ELLs are limited speakers and/or non speakers of English across grades K-8. As a result, forty-six out seventy-eight of our ELLs are currently between the Entering or Emerging stages across grades K-8 which requires our instruction to be literacy based in order to address content, skill, language acquisition in an effort to increase the fluency of literacy in all content areas. Additionally, via our school's instructional focus, specifically, student engagement via questioning and discussion techniques we are promoting discourse throughout each grade level in order to increase our students speaking and listening skills. Lastly, there are twenty-seven ELLs in the expanding stage across grades K-8. As a result, we have developed thematic units of study, which integrate content area reading and discourse into each lesson. Additionally, additionally each lesson outlines the tools needed to support our ELLs. Throughout these units, we provide our students with the exposure and ability to engage in literature based on their instructional needs as well as guided sessions to they are able to continue to advance throughout this stage.

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

With regard to modalities, more students are advanced and proficient in speaking and listening. However, in reading and writing, students are evenly distributed across beginner, intermediate and advanced. This data speaks to the need for our students to develop the ability to read for understanding, build stamina and construct responses to literature that are detailed and focused. Our ELL population struggles within the reading and writing components as does the majority of the student population as evidenced by the NYS exams and our in-house assessments. The staff members involved in ensuring that our ELLs are supported in all modalities include but are not limited to the following:

- *ELL Assistant Principal
- *ESL teacher
- *ELA teachers
- *Math teachers
- *Social Studies and Science teachers
- *SETTS teacher

The aforementioned educators in alignment with CCLS design curriculum, weekly pacing guides and daily lesson plans centered on reading, writing, speaking and listening. Further to this, upon the analysis of bi-weekly ELA assessments, we are able to continuously modify and tailor instruction to meet the needs of our ELLs. The delivery of instruction is then conducted via whole class lessons, small group instruction as well as individualized conference sessions.

To be completed

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

Grade K: Majority of students are on the entering beginner level

Grade 1: The majority of students beginners and low intermediate

Grade 2: One half of the population are beginners/low intermediate and the other half are high intermediate/advanced

Grades 3-8: Majority of students are on entering and advanced level

This data highlights for us the need to emphasize our instructional efforts on the beginner, low intermediate and advanced proficiency populations for academic intervention as well as ELL services. In addition to academic intervention, students must now receive enrichment support through grammar instruction, literature circles, vocabulary as well as the interdisciplinary units of study to encourage the use of academic, content-specific as well as social language.

In conjunction with the NYSESLAT data, the school leadership collects and analyzes conference notes, ELA and ELL periodic results as well as reading and math assessments in order to determine the content of instruction as well as the teaching methods that would be utilized in order to target our ELL population. By analyzing conference notes, we were able to determine the strands that we must address within the curriculum. For example, if a student presented a published writing to his class, a teacher would note if they spoke in complete sentences, if they used appropriate vocabulary in their speech and if they were able to understand and respond to audience questions. All of this data would inform the teacher of this child's next steps with regard to speaking, listening, reading and writing. The essential component of this work is collecting and analyzing data on a cyclical basis, specifically on a bi-weekly basis to continuously inform instruction. Specifically, the ELL periodic data is analyzed by the ESL and ELA teachers in order to design lessons targeted on improving reading comprehension by the strategic analysis of questions and well as texts. Our ELL students across grades K-8 are performing similarly to the rest of our school's population. As a result, we have targeted and developed thematic units focused on incorporating various genres within each unit. In addition to the data, we have determined that we can no longer focus on one genre for an extended amount of time. Therefore, each unit exposes to children to fiction and non-fiction, focusing on making connections across the genres in order to build and support their opinions and ideas. In support of the genre focus, libraries are purchased to support the reading of interest-based and content-specific literature. Further to this, native language texts are included to support the acquisition of the second language. Our students across grades K-8, struggle with reading and comprehending texts as well as creating writing responses to literature. As a result, we have instituted book clubs, literature circles and literacy centers within our ELA workshops. Additionally, we have modified our units of study to include resources for each lesson that provide our ELLs with access to the learning. Some of these resources include graphic organizers, visual images for analysis in order to promote discourse as well as but not limited to sentence and accountable talk stems.

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](#).]

Data is used strategically to deliver instruction to individuals as well as within small group settings. Individual instruction is facilitated through reading, writing and math conferences. Small group instruction is designed to provide strategy lessons for those students performing similarly with respect to literacy and math concepts. Assessments are administered in mathematics on a weekly basis and literacy assessments are conducted after every 5 lessons to determine the immediate proficiency levels of our students. Specifically,

our students are tested on the English proficiency through literature based assessments throughout each unit. Our Monday data meetings are utilized to disaggregate data and to develop focus areas for reteach lessons and to design action plans for students who require additional individualized instruction and/or support. The data collected from each assessment is used to tier each student. It is this assessed data that is used by teachers and members of the RTI team to determine intervention services necessary to aid in the academic progress of students. Additionally, the data collected from the each content area assessment to include Science and Social Studies is used to develop re-teach lessons for individuals, small and whole groups of students. Further to this, students self assess and analyze their performance on tasks during designated data periods.

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

We ensure that a child's second language development is considered in instructional decisions by determining the child's assessed reading level. The data is based on ELA assessments aligned to the current literacy units of study. Further to this the ELL periodic data as well as vocabulary exams provide rich data by which the ENL and content area teachers use to make strategic decisions. The decisions include but are not limited to:

- *The identification of modeling strategies

- *the selection and modification of leveled texts

- *the selection of interest based literature

- *The selection of comprehension aids such as graphic organizers

- *The use of technology within whole class and small group instruction

- *The identification and flexibility of small group instruction

- *Revising vocabulary and word use based on student performance

- *Scaffolding questions to ensure students are able to use the acquisition of new language to answer recall, text based as well as open ended questions

The type of literature that is utilized for our ENLs is aligned to each student's assessed reading level. We have increased the amount of instructional time spent on reading to 90 minutes. We have also increased the amount of instructional time spent on writing to 90 minutes. There is accessibility of literature in the reading classrooms. In addition, we are devising and creating libraries in math classrooms. The literature is based upon mathematical concepts and standard domains. Finally, all teachers (math, ELA and cluster) are trained in the ARC (American Reading Company) program.

Another integral component of considering a child's second language development as well as their history/cultural background are the data driven workshops that are facilitated in order for teachers to identify and collect data on all their students. This information includes but is not limited to housing, gender, exam history, NYSESLAT performance levels, home language, and total years as ELLs. These data sessions are then used to develop a holistic picture of each child and increases our teachers' ability to develop strategic, culturally as well as socially conscious lessons that address the needs of their learners.

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).

We evaluate the success of our programs for ELLs by utilizing assessments. Devising ELA, Math and content area assessments and analyzing the data generated guides instructional decision-making. The progress of ELLs will be monitored throughout the year using assessment tools such as the ELL Periodic Assessments, Fountas & Pinnell, simulations, teacher tests, observations, portfolios, and student work. This will also help us determine if our instructional decisions are beneficial for our English Language Learners.

In our school we have a Freestanding ESL Program; therefore, the tests are in English. However, the newcomer students are taught throughout the year with side-by-side translations, and that group is exempt from the ELA assessment. The results further show that the ELLs are progressing about the same as the mainstream English students. The majority of our students fall into Level 2 in ELA and in Math, the same as the general education students.

The results of the ELL Periodic Assessments are used to develop professional development opportunities for teachers and to help teachers plan their units and day-to-day lessons. The implication of the data demonstrates that data needs to drive our instruction. In our school we are currently using the data to develop the professional development. In regards to the native language we need to assess the students more thoroughly to get an accurate reading of how the native language affects their learning. The newcomers in our school can provide us with this information.

ELLs are targeted within ELA, Math and other content areas through differentiated instruction and the use of technology. Each instructional period incorporates scaffolded lessons and targets modeling through the use of visual aids. In addition, differentiated tasks are designed by ability level. Multiple lessons throughout each week integrate the use of technology through modeling and guided practice. Further to this, students utilize multiple systems to evidence their overall understanding of concepts in all literacy, math and content areas. These systems include reading response journals, writer's and vocabulary notebooks. Conferencing within each instructional period also addresses individual as well as group needs.

Additionally, as teachers are observed via the Danielson rubric, we are able to assess the instructional successes of our teachers and

how the methodologies impact student learning. It is then at the debrief conference where we are able to cite pedagogical next steps that will directly impact student achievement ultimately promoting the success of our ELL program.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

Students are identified by the Home Language Survey, which is the intake form completed by parents in conjunction with the ENL teacher in order to determine the languages spoken by the child and family. The HLIS includes an interview which is completed by the ENL AP and the ENL teacher. During the intake process, the language needs of the parents are determined in order to fully explain the HLIS and gather accurate information. Our pedagogical staff includes speakers of English, Spanish and French therefore we are able to support families with these language needs. In cases where we require assistance, the Parent Coordinator seeks to identify translation services. For students, whose home language is not English, NYSITELL eligibility is determined based on the survey, interview, prior or current school work and review of IEPs. Once eligibility is confirmed, the NYSITELL is administered and the answer documents are scanned via ATS within 10 days of enrollment. As the student's home language is determined, the appropriate assessment is then administered. Our licensed ENL teachers, specifically, Ms. Sanabria and Ms. Cohen administer the NYSITELL upon the registration of those students whose HLS has indicated a second language.

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

Upon registration, SIFE students, ELLs who have attended schools in the US for less than 12 months and who are two or more years below grade level in literacy in their home language and/or two or more years below grade level in Mathematics due to inconsistent or interrupted schooling prior to arrival. These students will be interviewed upon registration. Students' prior and/or current school work will be reviewed and assessed. Students will also be tested using the ARC reading program as well as a baseline Mathematics test to determine grade level proficiency. Once the data is assessed, the SIFE determination and corresponding services will be identified.

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

Newly enrolled students with IEPs will be assessed by the LPT team which includes the following personnel:

Maria I. Villegas, Assistant Principal

Mr. Solano, Speech

Ms. Sanabria, ENL teacher

Ms. Caban, Psychologist

This team upon review of the IEP, the HLIS, school work, baseline ELA and Mathematics assessments as well as an in-depth interview will determine NYSITELL eligibility. Further to this, the parent will engage in the process with the LP team in order to gather additional data around social, emotional and/or academic history that would perhaps impact the child's overall performance. The recommendation will then be forwarded to the Principal for review. Once reviewed by the Principal, the recommendation will be accepted or rejected within 20 days. Upon the decision of the Principal, ELL service placement will commence and services rendered according to the child's ELL proficiency level.

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.

Once the NYSITELL is scanned and a score is determined, the Assistant Principal reviews all the data. After the review of the data, the ENL teachers and the AP confer to discuss the entitlement and non-entitlement of all students. The ENL teachers will then complete the designated letters and contact the families via phone in order to inform them of their child's eligibility status as well as their proficiency level. Additionally, the letters will be sent according to the parents preferred language via mail and backpacked with the students within 5 days to ensure that the compliance deadline is met.

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).

Upon enrollment, the ENL AP and the ENL teacher will determine the preferred language of our parents. After which a meeting is held to inform parents of their right to appeal. Each meeting will be documented to ensure that the proper protocols are met. These

documents/letters are then added to our ELL portfolio in an effort to maintain accurate records. These records (portfolio) are continuously updated to ensure an accurate account of information.

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.

After ELL status/proficiency is confirmed, parents will be contacted via phone and mail to schedule an orientation within 10 days of registration and NYISTELL testing. This outreach will be conducted by our Parent Coordinator and ENL teachers to ensure compliance and includes the following:

Flyers

Mailings

Backpack letters

Personal calls

The three program choices, specifically, TBE, DL and ENL are described to our parents at our orientation meeting. At this meeting, we demonstrate the video which describes TBE, DL and ENL programs. Further to this, we verbally describe each program in English, Spanish and the preferred language of parents if it differs from the aforementioned. Additionally, program brochures are distributed so that they may review the information. The certified ENL teachers, specifically, Ms. Sanabria and Ms. Cohen provide in-depth information to ensure the parents are able to make an informed decision on the designated selection forms. Should a parent not return a survey, the default program is that of ESL as that is the only program choice offered at our school based on our total numbers across all grade levels. After the conclusion of the orientation, should a program such as TB and and/or DL become available, the AP and the certified ENL teachers will contact those in their preferred language who previously selected these programs in order to discuss the program options. In this regard, we will schedule meetings with these parents to re-assess their interest as well as to discuss their child's current performance in the ESL program. Via this discussion, the child will either remain in the ESL or enter the TBE or DL program according to parent interest as well as the collective analysis of data around their child's academic progress.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

At the orientation meeting, the certified ENL teachers, specifically, Ms. Sanabria and Ms. Cohen provide parents the opportunity to complete the parent surveys as well as the selection form. Should a parent not attend the orientation, we conduct outreach via phone and mail to ensure that the parent is aware of the return deadline. After the conclusion of the orientation, should a program such as TB and and/or DL become available, the AP and the certified ENL teachers will contact those in their preferred language who previously selected these programs in order to discuss the program options. In this regard, we will schedule meetings with these parents to re-assess their interest as well as to discuss their child's current performance in the ESL program. Via this discussion, the child will either remain in the ESL or enter the TBE or DL program according to parent interest as well as the collective analysis of data around their child's academic progress. Upon collection of all documents, a binder is created to house all the forms. The forms are continuously updated in the binder and a cross reference sheet is utilized as tracking system to ensure the identification of parent choice. Additionally, copies are placed into each child's cumulative folder.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. Our certified ENL teacher, Ms. Sanabria will monitor parent surveys and program selection forms of those that have not been completed and returned. Ms. Sanabria will continuously engage in contacting parents in their preferred language via call, letters and meetings in order to ensure the continuous collection of forms and surveys. This outreach will be documented to evidence our efforts. In order to monitor selection forms that have not been completed, we will create a matrix to record submissions or lack thereof. As the orientations are conducted and forms are completed, we will update accordingly.
9. Describe how your school ensures that placement parent notification letters are distributed.

The certified ENL teachers, Ms. Sanabria and Ms. Cohen will ensure that placement letters are distributed to parents in their preferred language. Using the established matrix, the distribution of notification letters will be recorded and our binders update to reflect the distribution for each child.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). All documents housed in a child's cumulative folder are maintained by the pupil accounting secretary. She ensures that all original HLIS forms are placed in each child's folder upon registration. Non-entitlement and entitlement letters are completed, distributed and maintained by the ENL teachers. The ENL teachers and the Assistant Principal have access to each child's documentation. The copies of all distributed entitlement or non-entitlement letters are housed in our binder. The original surveys and forms are also housed in this binder as well.

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.

In order to administer all sections of the NYSESLAT, a testing program which includes proctors, time frames and appropriate sections are identified. Additionally, a schedule is created in order to ensure timely administration. The proctors who administer this assessment are the certified ENL teachers, specifically, Ms. Sanabria and Ms. Cohen. In order to ensure the NYSESLAT is administered

to every ELL, we review ATS reports such as the RLER and RLAT. THE RLER-(LAT) reports provides a listing of all students who are eligible for the NYSESLAT. In this regard, to ensure that all parts are administered according to the specific window dates, we create a matrix of students to be tested each day during the designated window along with appropriate time frame allotments. Additionally, a matrix of students tested is maintained in order to ensure accuracy and we include make up dates to ensure all absent or late arrival students are tested as well.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. The certified ENL teachers, Ms. Sanabria and Ms. Cohen will ensure that continued placement and transitional support letters are distributed to parents in their preferred language. Using the established matrix, the distribution of these letters will be recorded and our binders update to reflect the distribution for each child. In order to monitor that these letters are distributed, we will create a matrix to record all contact.
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).

PS/MS 4 is a small school comprised of approximately 625 students. As a result, we have a low number of ELL students on any particular grade. Hence our inability to offer a dedicated transitional bilingual program. Upon registration and during our initial programming workshops, we discuss all available options with the parents. However, it has been their choice to have their students remain at the school to receive ESL instruction via the push-in and pull-out model. Parent choice is monitored via the selection forms and surveys. Every year, we review the documentation to ensure we are providing students services according to needs and requests. The analysis of these surveys and selection forms demonstrates and supports our school's decision to maintain an ESL program. At our initial orientation as well as subsequent parent meetings, the certified ENL teachers, specifically, Ms. Sanabria and Ms. Cohen continue to describe parent offerings with regard to program placement. In some instances, schools and programs are recommended, however, our long standing trend remains that our parents and their children choose to remain at our school and continue their enrollment in our ESL program.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).

- a. Freestanding ENL program.

The following information demonstrates how we services our ELLs:

- Beginner/entering we provide 180 minutes of standalobe ENL and 180 integrated of ENL/ELA.
- Low Intermediate we provide 90 minutes of standalone ENL and 180 integrated of ENL/ELA.
- Intermediate/Transitioning we provide 180 minutes of ENL/ELA.
- Advanced/Expanding we provide 180 of ENL/ELA.
- Proficient/Commanding we provide 90 minutes of ENL/ELA.

The aforementioned services are provided by the ENL teachers in a push in and pull out model. Students are grouped hetergenously.

ENL instruction via the stand alone and integrated model is planned according to the literacy units of study adopted by the school on all grades. For example, specific grades are studying sea life, forensic anthropology and global warming during the months of September and October. These types of thematic units will be in focus throughout the school year. As a result, the thematic units will encourage our ELLs to mke connections and explore relevent and thought provoking content. Additionally we provide spanish to english dictionaries in the classroom. These thematic units provide the content of instruction whereas the ELL instructor must identify appropriate teaching strategies to deliver instruction. These strategies and the manner in which to deliver the content is based upon the assessed needs of the students. The data is derived from weekly ELA and vocabulary quizzes as well as from documented conferences and observations. The organizational model utilized at PS/MS 4 includes the push-in and pull out model of insruction. All push-in sessions are of mixed proficiency levels with ELLs on the same grade level. ESL teachers also plan in collaboration with the ELA department to ensure that the instructional content

is in alignment. These planning sessions allow teachers to ensure the differentiation of materials and the scaffolding of direct instruction.

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)?

As the proficiency level of ELLs is determined, instructional minutes via each program model are

delivered. The

Stand alone ENL and intergrated ENL models according to the stripulated instructional minutesare provided according to the proficiency levels below on a weekly basis:

Entering: 1 unit of study or 180 minutes in ENL and 1 unit of study in ENL/ELA (180 minutes)

Emerging: .5 unit of study or 90 minutes in ENL and 1 unit of study in ENL/ELA and/or .5 stand alone or integrated

Transitioning: .5 unit of study in ENL/ELA or 90 minutes and/or .5 stand alone or integrated

Expanding: 1 unit of study in ELA/ENL or a content area

Commanding: .5 unit of study of integrated ENL in ELA or content area.

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.

In an effort to provide literacy as well as content based instruction, we have devised thematic units of study that incorporates social studies as well as science. Additionally, our instructional program builds in vocabulary as an individual instructional period whereby teachers are able to teach students content specific words that are extracted from familiar as well as literature relevent to their current unit of study. An array of literature is also selected to support these thematic units so that children are able to read, debate, engage in discussions, conduct research, develop essays as well as written responses to literature. The common core standards are addressed via the assessments that drive our curriculum, the curriculum that drives daily lesson plans, and the analysis of data that helps to differentiate instruction as per the needs of our children in accordance with the standards. The resources used to support our ELLs are school based units of study that address all sub groups, leveled literature aligned to students' assessed needs (American Reading Company libraries), scholastic On the Go Math, Science and Social Studies libraries. Additional literature is purchased for each ELA unit of study and is aligned to the content of the unit as well as each child's reading level.

An instructional methods used is sheltered English where teachers use clear, direct, simple English and a wide range of scaffolding strategies to communicate meaningful input in the content area to students. They develop learning activities that connect new content to students' prior knowledge and bthat require collaboration among students, which spirals through curriculum material. Each lesson develop is aligned to the language needs of each child and it is also aligned to the common core learning standards. In order to build ELL proficiency, ESL teachers integrate reading, speaking and listening activities in order to address the needs of students as well as the standards. ESL teachers also provide support by providing translations, visual aides as well as progressing from letter and sound recognition to simple words and sentences in order to construct meaningful written products.

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

For ELLs, specifically new comers, it is essential that they receive individualized support as well as small group instruction. In these cases, we provide ESL instruction in addition to AIS services which provides children with additional language reinforcement. Further to this, we are able to incorporate conferencing into the daily instruction of ELLs in order to sustain individualized instruction. Weekly assessments ARE also administered and analyzed in order to develop comprehensive lessons that are aligned to current data. As data is continuously collected, to include letter, sound, word and content based information teachers refine their lessons to directly support the needs of their students. This focus on vocabulary, content, and literacy provides our newcomers with the scaffolding needed to ease the transition into formal assessments such as the NYS ELA. Furthermore, these students are placed in classes with teachers who are proficient in Spanish so that they assist children with translation.

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

Students are evaluated in all four modalities throughout the school year using several different formats. Students' reading and writing skills are assessed via performance tasks in all content areas. Additionally, students are assessed on a consitent basis in ELA where their reading and writing skills are also assessed based on grade level reading passages. Students complete responses to literature on a daily basis within each ELA unit of study to ensure comprehension. Students are also assessed in the modalities of speaking and listening through rubric-based classroom presentations, literature circles, debates, socratic seminars, the acting out of dramatic plays, and daily classroom discussion. All these assessments are factored into the students grades for each marking period. Specifically, the frequency of assessment is describes below:

ELA: Every 5 lessons-mini-quiz, every 10 lessons an extended quiz (conducted until the completion of 20 lessons in each unit.

SS: One quiz and One unit test per unit which last between 4-6 weeks

Science: One quiz and One unit test per unit which last between 4-6 weeks
Math: Weekly quizzes and end of unit exams at the end of the 4-6 week cycle of lessons
Additionally, students are assessed on a daily basis via performance tasks, rubrics, etc.

6. How do you differentiate instruction for each of the following ELL subgroups?
- SIFE
 - Newcomer
 - Developing
 - Long Term
 - Former ELLs up to two years after exiting ELL status

Differentiating instruction is the foundation for exemplary teaching. As such the following methods are implemented to address the needs of newcomers, ELLs (4-6), long term ELLs and former ELLs:

- *Exposure to a rigorous ELA curriculum that is literature based as well as interdisciplinary
- *The disaggregation of data in order to make instructional decisions to meet the language needs for all their students.
- *Making data driven decisions to include the formulation of small group instruction, individualized conferencing, guided reading sessions and strategy lessons. Additionally, literature to include genre, interest-based and leveled texts are accessible to all children via classroom libraries to support language development. Located in these libraries are varied dictionaries and vocabulary notebooks that evidence their knowledge of new words over time.
- *The development of heterogenous and homogenous push-in services based on need and assessed ability
- * The development and use of instructional systems to provide multiple access points such as math logs, reading response journals, vocabulary and writers notebooks.
- *Extended day small group sessions focused on the reading of literature, book discussions, accountable talk and the advancement of comprehension skills via Bloom's Taxonomy. Teachers develop lessons to include responses to literature, reading and listening to texts and answering questions to demonstrate their understanding.

Our instructional plan for all ELLs spanning from newcomers to former ELLs is to provide tailored instruction based on the identified needs of students. The analysis of data is key. Combining NYSESLAT data along with our ELA in-house assessment data we will provide rigorous instruction while tailoring materials and resources to meet their needs.

Differentiation for each proficiency level of ELLs includes but is not limited to the following:

New Comers ELLs:

- Letter and sound identification activities
- Labeling in order to formulate simple sentences
- Read aloud to discuss story and word patterns
- Picture and word association
- Reading and tracking of simple sentences within texts
- Partner reading and discussion of story elements

Developing ELLs:

- Oral and written presentations in all content areas
- Fluency packets to address decoding and comprehension
- Multiple resources within each task in order to scaffold(moving from visual to graphic organizers to short response questions)
- Vocabulary focus using frayer model

Long term ELLs/SIFE:

- Assessments to determine source impeding comprehension: sight word recognition, vocabulary knowledge, decoding, fluency
- Comprehension targeted questions (recall to text based evidence to open ended responses)
- One to one conferencing and targeted intervention
- Small group instruction with mixed tiers
- Testing Accomodations for ELLs and former ELLs
- Time extensions on all assessments
- Separate locations
- Dictionary and glossary use
- Oral Translations

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.

If requested in writing by a parent, guardian, teacher or student 18 years or older, the initial re-identification process will be completed within 10 school calendar days by the following persons: Ms. Villegas, AP, Ms. Sanabria, ENL teacher, Ms. Cohen, ENL teacher and the student's classroom teacher.

This team will review the student's work in English and in the Home Language. The NYSITELL may also be administered if the

original determination was that it not be administered. The team will then review the results and make a recommendation. The Principal will review and make a determination to change their ELL status. Once the determination is made, proper protocols will be followed according to the stipulated guidelines.

After the determination, students will be monitored via in house assessments to ensure academic progress. As data is collected, lessons as well as instructional activities will be modified in order to support student advancement. The aforementioned team, will re-evaluate between 6-12 months to determine the child's proficiency. If a student is adversely affected additional services will be provided.

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?

ELLs-SWDs receive ESL as well as their mandated IEP services. Our SBST along with the Spec. Ed and ELL Assistant Principals ensure that all mandates are met in accordance with all IEPs. These efforts are evidenced by schedules and instructional programming built around student mandated services. However, in addition to these services, each classroom is supported by a paraprofessional. These paraprofessionals provide one to one instruction, small group instruction, and one to one conferencing. Materials and resources are acquired are based on the assessed individual performance of students. Our libraries include literature spanning kindergarten to eighth grade texts in all 3-8 classrooms. Our K-2 classrooms have libraries that have literature from K-3 grade. This span of literature is based on the reading levels of our children to ensure access to appropriate reading materials that will help promote and excel their language development. The classrooms have been suited with computers and Smartboards. These technological tools help to facilitate the research process and provide the visual aids necessary to facilitate the comprehension of literacy and content area concepts. These students, although in bridge classes also receive mathematics instruction according to their grade level. Furthermore, paraprofessionals are assigned to specific classes to provide direct instruction via small group. Materials used in sub-groups are designed by the classroom and ENL teachers as they assess their students to determine their needs and adapt their materials accordingly. In order to ensure ELL SWDs receive mandated bilingual instruction, we assign bilingual paraprofessionals as well as the services of the ENL teacher.

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?

Our school uses curricular, instructional and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment by identifying the instructional periods that can be used for stand alone and integrated ENL. We assess our student's language proficiency level, group them accordingly and provide instructional support to not only attain the goals outlined in their IEP, but also their language goals. ELL-SWDs are continuously assessed as are our general education ELLs in order to adjust their schedule, instructional and curricular materials to provide needs based instruction. Ultimately, students' IEPs are reviewed, data is collected and meetings are held to discuss each ELL SWDs progress to determine their ICT placement. We ensure that each placement is based on the assessed needs of our students.

All students are invited to attend our after school programs focusing on literacy, mathematics and content areas instruction. Materials are skill based and accommodate the needs of all learners to include ELLs with Special Needs as the textual information is based on academic levels.

SIFE students are involved in our after school program as well. Further to this, we have classroom libraries that include high interest texts that span reading levels so that students can easily access and comprehend the content. Students also receive literature based instruction via book clubs and guided reading. This instruction helps to increase oral presentation skills as well as comprehension of a variety of genres. Sentence starters, grammar instruction, literacy centers, and the use of technology provides students with many opportunities to build their skills specific to listening, speaking, reading and writing.

All of our enrichment and after school programs serve all of our populations thereby increasing the opportunities for children to be exposed to various teaching styles and learning communities.

Chart

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

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

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

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



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

Chart

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

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

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

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

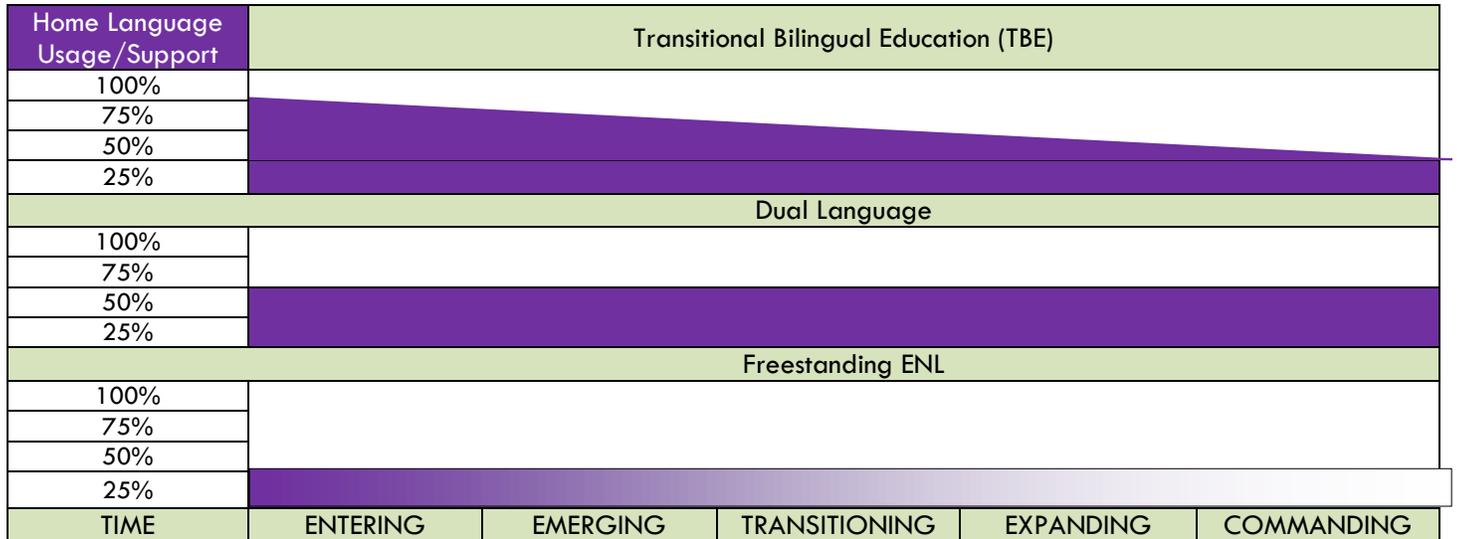


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. Intervention programs include intensive instructional sessions during recess from the school's daily instruction. Additionally, after school programs are also utilized to support the instruction of ELLs. Across the content areas ELLs are afforded many opportunities for learning. In ELA, classrooms include thematic libraries, dictionaries and literacy centers. The following materials are used to provide instruction services: Wilson program (ELLs-SWDs), portfolios, writers notebooks, readers notebooks, conferencing, technology and differentiated small group instruction. In Math, glossaries, leveled workbooks, leveled worksheets, conferencing, technology and small group instruction are used to provide intervention services. Native language is addressed by strategically placing support paraprofessionals and/or teachers with our students. Based on the native language of our students, we identify support paraprofessionals that can provide translation and can help teachers to modify tasks. Additionally, tasks and reading materials are translated in order to provide access to all learners. Our content area instructional program provides for 5-10 small group instruction periods per week. This signifies that our 3 Science teachers and our 3 Social Studies teachers each serve small groups of students in addition to their core classes. This program model is to further support our students who require intervention services. The data used to formulate groups as well as to design lessons is the NYSESLAT reports as well as bi-weekly ELA assessments to determine academic tiers and proper methods of instructional delivery. According to our curriculum, standards are identified, taught and assessed to determine student proficiency. As a result, we are able to determine what skills and/or standards must be retaught. Additionally, we maintain a data system which tracks student performance for each exam so that teachers are able to assess the methodologies used to teach skills and/or standards.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development. In the content areas of Science and Social Studies, project-based tasks are provided based on the assessed levels of students. Technology is utilized to provide visual aids to support the acquisition of particular concepts. Leveled texts are utilized to ensure the comprehension of content. Additionally, the practice of analyzing photos is often used as conversation starters. This practice builds their speaking and listening skills and also provides students with the foundational information necessary to navigate more difficult concepts. Instruction in ELA, Math and the content areas is facilitated via the English language only. Students who reach proficiency will remain supported for two years by the ELL teachers who will push-in to their literacy and content area periods to provide small group instruction. Students are provided with extended time for testing for one year on all school-wide exams as well as the NYS ELA, Math, Science and Social Studies exams. This program is monitored via weekly assessments to determine the acquisition of both literacy and math skills. The curriculum team was established in order to develop curriculum as well as corresponding assessments. The curriculum maps are developed to include a component for ELL instruction. This section provide tasks and ways to differentiate instruction for students struggling within the areas of reading, writing, speaking and listening. Additionally, the team analyzes student work in order to develop targeted lessons within whole class and small group instruction. At the onset of the school year, data meetings are held in which all teachers are provided with their rosters of children and well as their status as ELLs, ELL-SWDs, SWDs, etc. Further to this, ENL teachers collaborate with classroom teachers to provide resources, adjust lessons as well as provide needs based instruction. In order for this to be comprehensively executed, teachers and administrators review data weekly and bi-weekly in all content areas in order to determine student mastery. This data is accessed and reviewed via the school's data system.
12. What new programs or improvements will be considered for the upcoming school year? As a result of numerous surveys and needs assessment meetings, our educational community identified that our curriculum had to be revised to address our sub groups, specifically, ELLs, SWDs as well as advanced learners. In this regard, we modified our curriculum units in order to address all learners. With these new modifications, we are able to use strategically preplanned and pre-constructed resources specific to their learning needs to ensure access to content. Additionally, in order to increase discourse and use of content specific language, our school based instructional goal is student engagement via questioning and discussion techniques. To support this initiative, we are delving into the practices of Depth of Knowledge as well as Bloom's Taxonomy in order to devise complex tasks as well as to develop questions based on the content introduced throughout each lesson.
13. What programs/services for ELLs will be discontinued and why?
n/a
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building. PS/MS 4 encourages all students to participate in our after school programs. ELLs are not only classified by this sub group label but also by tier level based on the collection of on-going data in all content areas. In this regard, students are selected and afforded the same opportunity to access all programs because outreach is conducted to ensure all students participate. As a result, we conduct a comprehensive campaign to include personal phone calls to parents, mass calls, flyers, and class by class

presentations. All students to include ELLs are afforded an opportunity to be included in the instructional after school programs offered at PS/MS 4. In addition, 21st century and Phipps provide all students with extra-curricular services such as cheerleading, basketball, and poetry club.

Programs offered to all students both curricular and extracurricular include but are not limited to the following:

- *The Arts: Drama
- *The Arts: Dance
- *The Arts: Music
- *Cheerleading
- *Basketball
- *Math intervention
- *ELA intervention
- *Literature circles
- *Poetry Clubs
- *Holiday Instructional Academies
- *Early morning reading clubs
- *Student Leadership Teams
- *Reading buddies

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.

The instructional materials that are used to support ELLs are the implementation of balanced literacy and balanced math instruction, 90 minute blocks of reading, writing and math, thematic libraries, grammar and phonics books. Further to this, all students have access to classroom computers and to SmartBoards as each classroom is outfitted with this technology. Materials used for subgroups in all classrooms as well as content areas are as follows:

- *leveled literature
- *Thesaurus
- *Dictionaries
- *Glossaries
- *Bilingual dictionaries
- *Graphic organizers
- *Visual aides to include comic strips, pattern texts, video presentations
- *Translated passages, texts, and assessments

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Our ENL program is distinct, home language support is provided by assigning native language paraprofessionals to help students in the acquisition of new language. Native language support is also delivered via access to literature. Each classroom has extensive libraries that help to promote the love of reading as well as language development.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

All resources and support services correspond to the ages and grade levels of students. Leveled texts, testing materials as well as thematic library books are purchased so that children can easily access reading books. Students' IEPs are reviewed in order to ensure our services address current academic needs as well as the services outlined in their IEP. Additionally, data is continuously collected to ensure that teachers are modifying lessons as well as developing appropriate lessons and resources specific to small groups. As students progress in their mastery of the standards, classroom teachers, SETTS teacher, Ms. Munch Buckley as well as ENL teachers, Ms. Sanabria and Ms. Cohen modify resources and instruction to address the students' current cognitive and language needs.

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).

Students who enroll throughout the school year are assessed so as to determine proficiency levels and academic supports need for individualized as well as group instruction. Each child is assigned a cohort that receives ENL instruction according to their proficiency level. Additionally, PS/MS 4 has instituted a reading framework, titled, ARC in order to assess and provide our students with literature that correlates to their independent reading level. Throughout the year, students are assessed via Fountas and Pinnell to determine reading levels and to assist students in the development of language and of comprehension. Lastly, students engage in daily conference sessions around these assessed levels where they receive instruction based on the skills and strategies to help them make continuous improvement. As new ELLs are admitted, they engage in meet and greet sessions with their classroom teachers as well as the ENL teachers, Ms. Sanabria and Ms. Cohen. Further to this, all students meet our support staff to include our Deans and Social Workers in order to ease their transition into their new school. This process enables our children to always have a staff member they feel comfortable talking to if and when they struggle academically and/or socially. The members of our support include the following persons:

Ms. Sanabria, ENL teacher
Ms. Cohen, ENL teacher
Mr. Abarca, K-2 Dean
Ms. Litvak, K-2 Social Worker
Ms. Jones, 3-5 Social Worker
Ms. Kim, 6-8 Dean
Ms. Perez, 6-8 Social Worker
Ms. McGann, 6-8 Guidance Counselor

19. What language electives are offered to ELLs?

n/a

20. For schools with dual language programs:

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

n/a

B. Professional Development and Support for School Staff

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

Professional development is offered on a monthly and weekly basis at PS/MS 4. All APs, ESL, ELA, Math, Special Ed. and content area teachers to include paraprofessionals engage in Monday planning sessions where assessments are analyzed in order to make decisions around instructional programming and curriculum. Additionally, this time will be dedicated to trainings on teaching methods and strategies as well as differentiating instruction to meet the needs of all learners. All PD sessions target CCLS and they are aligned to best teaching practices in order to support their implementation of inter-disciplinary curriculum.

Professional Development Topics

September 2015

- Classroom Environment
- Classroom Management
- Lesson Development & Strategic Planning
- Curriculum Development & Pacing
- Culture & Community: Building Relationships with our Scholars
- How to analyze data?
- Reader's Workshop
 - o Components & Flow of Workshop Model
 - o ARC: How to confer and confirm reading levels
- Writer's Workshop
 - o Components & Flow of Workshop Model
- Math Workshop
 - o Components & Flow of Workshop Model
- Content Area Workshops
 - o Components & Flow of Workshop Model

Professional Development Topics

October 2015

- Classroom Environment
- Classroom Management
- Technology Integration
- Data Analysis
- Lesson Plan Development
- Student Engagement
- Leader in Me: Building Culture through Leadership
- Getting to Know our Scholars through Data

Professional Development Topics

November 2015

- Classroom Management
- Building Relationships
- Systems & Structures
- Lesson Planning
- Modeling: To, with, by
- Student engagement
- ARC
- MOSL
- Reading Street: Lesson Study
- Foss Science Training
- Exemplar Math Training
- Literacy Training

A Foundation for Effective Instruction in Reading and Writing

Professional Development Topics

December 2015

- Data Analysis
- Student Engagement: Question & Discussion Techniques
- Clear Expectations
- Accountable Talk
- Effective Delivery of Instruction
- Effective Modeling
- Academic Rigor
- Differentiated Instruction
- Conferencing
- Literacy Training

A Foundation for Effective Instruction in Reading and Writing

- Exemplar Math Training
- Data System (Folders)
- Portfolio System
- Leader In Me: Building Culture through Leadership
-

Professional Development Topics

January 2016

- Student Engagement
- Clear Expectations
- Effective questioning and discussion techniques
- Accountable Talk
- Effective Delivery of Instruction
- Effective Modeling
- Academic Rigor
- Differentiated Instruction
- Conferencing
- Literacy Training

A Foundation for Effective Instruction in Reading and Writing

- Lighthouse training
- ARC
- Student task analysis

Professional Development Topics

February 2016

- Technology Integration
- Data Analysis
- Inter-visitation program
- Curriculum Development
- Action Research
- Student Engagement
- Clear Expectations
- Accountable Talk
- Effective Delivery of Instruction
- Effective Modeling
- Academic Rigor
- Differentiated Instruction
- Conferencing

Professional Development Topics

March 2016

- Technology Integration
- Data Analysis
- Inter-visitation program
- Curriculum Development
- Action Research
- IEP Writing
- Student Engagement
- Clear Expectations
- Accountable Talk
- Effective Delivery of Instruction
- Effective Modeling
- Academic Rigor
- Differentiated Instruction
- Conferencing
- Literacy Training

A Foundation for Effective Instruction in Reading and Writing

Professional Development Topics

April 2016

- Technology Integration
- Data Analysis
- Inter-visitation program
- Curriculum Development
- Action Research
- IEP Writing
- Student Engagement
- Clear Expectations
- Accountable Talk
- Effective Delivery of Instruction
- Effective Modeling
- Academic Rigor
- Differentiated Instruction
- Conferencing

Professional Development Topics

May 2016

- Technology Integration
- Data Analysis
- Inter-visitation program
- Curriculum Development
- Action Research
- Student Engagement
- Clear Expectations
- Accountable Talk
- Effective Delivery of Instruction
- Effective Modeling
- Academic Rigor
- Differentiated Instruction
- Conferencing

Professional Development Topics

June 2016

- Technology Integration
- Data Analysis
- Inter-visitation program
- Curriculum Development
- Action Research
- Student Engagement
- Clear Expectations
- Accountable Talk
- Effective Delivery of Instruction
- Effective Modeling
- Academic Rigor
- Differentiated Instruction
- Conferencing

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?

ENL teacher engage in professional development throughout the school year. The topics addressed via our weekly Monday professional development sessions are based on advance observation trends as well as surveys collected from our educational community. In this regard, the topics include but are not limited to questioning and discussion techniques, student engagement, data analysis, reading and writing workshops, ENL strategies, conferencing, Bloom's Taxonomy, and Depth of Knowledge. Additionally, teachers are sent to outside PD in order to receive ENL specific strategies to improve the acquisition of language. As we deliver professional development, we embed and address the CCLS by developing tasks and lessons. Additionally, our data sessions involve the analysis of content area assessments that are aligned to the standards so that student mastery and the development of subsequent plans to address their needs is tracked.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Professional development is provided to address this transition. The ENL teachers work with our guidance counselors and social workers to describe the transition process in order to support our scholars. Additionally, we have forged a relationship with an ELL High School and have scheduled meetings to the expectations for students at their school. In this regard, this school has come to PS/MS 4 to present in order to describe to our students, teachers and guidance counselors the transition process as well as the opportunities afforded.

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.

As indicated by the calendar of professional development offerings our teacher are exposed to continuous learning opportunities. Each session is monitored by attendance sheets and maintained in the main office binder system in order to ensure the total number of hours. This professional development requirement is completed via Monday PDs as well as trainings offered by DOE.

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?

Parents are continuously invited to participate in school events. Flyers and letters are translated in order to ensure a successful outreach. Phone calls are also translated. Parental needs are assessed through the Learning Environment Survey as well as In-House surveys to determine topics of interest as well as areas of concern. In addition, we also target parents by student-performance. Based on student performance levels, we provide parents with workshops and informational sessions which target how they can support their children at home.

Parents are involved in many activities throughout the school year to include workshops, parent-teacher conferences, Open School as well as Curriculum night. Throughout the length of these functions translators are positioned in key areas to facilitate translation services. Health First and Saint Barnabas Hospital are the community based organizations that provide workshops targeting health and family services. The McKinney-Vento organization offers services to parents that are homeless, displaced or in temporary housing. These organizations provide information at our workshops and the community events offered at PS/MS 4 throughout the school year, specifically our "Bridging the Gap" event. In addition, the CBO, "Leadership," provides translation services for all parents. This organization also conducts bilingual workshops on computer and job training, parenting, and the college process. Surveys are conducted by bilingual staff in order to provide translation services.

Additional school based activities involving parents are our monthly literacy and math celebrations, poetry slams, school dances, monthly workshops and fundraising events.

Parent activities include but are not limited to:

- *Monthly content-specific workshops
- *Parent-Teacher Conferences
- *Educational excursions
- *Monthly celebrations

Parent needs are evaluated by way of surveys. These surveys are administered several times throughout the year to ensure the needs of their families to include their children are met.

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.

In order to ensure accurate record keeping of annual parent meetings, attendance sign-in sheets are collected and maintained in the main office to ensure that all records are accessible. According to the preferred language needs of parents, translators are designated to engage in these meeting so that all information is relayed accurately. Additionally to facilitate this process, specific personnel engage in the translation of call, flyers, and letters. These staff members include the ENL teachers, Ms. Cohen and Ms. Sanabria as well as our Ms. Colon, pupil accounting secretary. Additionally, teachers throughout the building translate for their parents to ensure access to information.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Our Parent Coordinator as well as our ENL teacher provide workshops throughout the year for our ELL parents. These workshops are conducted after school as well as during our designated family engagement periods. According to the preferred language of parents, translators are designated to help facilitate these workshops to further support our parents. Workshop topic include but are not limited to ESL strategies, Literacy in the Home, Homework Help, and Getting Prepared for State Tests.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? We are currently partnered with Phipps in order to provide additional support for our parents. According to the preferred language of parents, translators are designated to help facilitate these workshops to further support our parents. The Phipps organization facilitates activities centered on literacy support, homework help as well as events designed to encourage relationship building between parents and their children. Further to this, according to the activities students are enrolled in after school, events are designed so that parents are able to celebrate their child's success.
5. How do you evaluate the needs of the parents?

In order to evaluate the needs of our parents, we conduct surveys 3x per year in their preferred language. On an individualized basis, meetings are also scheduled to discuss pertinent issues specific to the social, emotional and academic growth of ELL students. These meeting are held in the preferred language of parents. Further to this our support staff to include the following staff members;

- Ms. Sanabria, ENL teacher
- Ms. Cohen, ENL teacher
- Mr. Abarca, K-2 Dean
- Ms. Litvak, K-2 Social Worker

Ms. Jones, 3-5 Social Worker
Ms. Kim, 6-8 Dean
Ms. Perez, 6-8 Social Worker
Ms. McGann, 6-8 Guidance Counselor

work will our parents throughout the school year to discuss their needs as well as those of their children. These concerns are then articulated to the administration to ensure that all needs are met.

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

In an effort to address and provide parental activities that support the needs of our parents, we analyze the surveys conducted 3x a year and provide needs based support. Needs based support includes but is not limited to coat drives, food drives, content specific and ESL strategy workshops.

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.

n/a

School Name: PS/MS 4**School DBN: 09x004**

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)
Vincent K. Resto	Principal		12/15/15
Maria I. Villegas	Assistant Principal		12/15/15
Angel Pina	Parent Coordinator		12/15/15
Marilyn Sanabria	ENL/Bilingual Teacher		12/15/15
Danielle Winds	Parent		12/15/15
Danielle Jenkins	Teacher/Subject Area		12/15/15
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Shaniqua McGann	School Counselor		12/15/15
Leticia Rosario	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **09x004** School Name: **PS/MS 4 Crotona Park West**
Superintendent: **Leticia Rosario**

Before you begin, please check the following:

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

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

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

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

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

Using the data collected by examining our home language surveys we are able to assess the various written translation and oral interpretation needs of our student population. In order to execute this process effectively, we identify a pedagogue to aid the parents in completing the forms appropriately. Once this information is collected, the process of updating the ATS system can commence. As the current information is placed into the system, we can accurately assess the ways in which we must communicate with our parents. Parental needs are assessed through the Learning Environment Survey as well as In-House surveys to determine interpretation needs as well as areas of interest for parent workshops. In alignment with this process, we identify school personnel to translate and serve as parent liaisons in order to facilitate the exchange of school and community-based information. The Parent Coordinator also seeks to provide additional translations through identified resources in a timely manner so that all pertinent documents are distributed to parents. In addition, the school's family worker supports the home-school connection via the translation of all pertinent documents to inform parents and the community at large. In this fashion, parents are continuously invited to participate in school events. In order to facilitate this process, we translate all flyers, and letters. Outreach phone calls are also translated. Parents are involved in many activities throughout the school year to include workshops, parent-teacher conferences, Open School Night as well as Curriculum Night. Throughout the length of these functions translators are positioned in key areas to facilitate translation services. Health First and Saint Barnabas Hospital are the community based organizations that provide workshops targeting health and family services. These organizations provide information at our workshops and the community events offered at PS/MS 4 throughout the school year, specifically our "Bridging the Gap" event. In addition, the CBO, "Leadership," provides translation services for all parents. This organization also conducts bilingual workshops on computer and job training, parenting, and the college process.

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.

The major findings of our school's written translation and oral interpretation needs are that among our student population, Spanish is the most commonly spoken language within their households. Other languages identified by the home language survey are French, Hausa, Twi, Mandingo, Wolof, Yoruba and Fulani which comprise the second largest cohort of languages spoken. After assessing the language needs of our student population, the ENL Assistant Principal engages in an administrative conference with the Principal to discuss the action plan regarding effective parent communication. When reviewing the home language surveys, student identifications are made and discussions are also had with the ENL teachers in order to provide optimal communication efforts. The School Based Support Team, who in many instances provides an array of services to these students are also made aware of their communication needs. In addition, classroom teachers are provided with the home language survey information in order for them to effectively communicate with their parent population. When necessary, translators or translated materials are acquired in order for parents to receive specific information about their child's academic, social and behavioral progress. Further to this, during the administration of the Home Language Survey, the ENL Assistant Principal engages in conversations with parents to assess their ability to communicate in the English language. This information is then provided to the Parent Coordinator so that we can provide translators during specified parent workshops, conferences and community events.

Part B: Creating a Communications Calendar

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

The documents that require translation are as follows:

Monthly grade specific newsletters.

Workshop/Orientation letters and/or fliers

Monthly Parent newsletters

Informational letters regarding the school calendar, trips, testing dates, parent conferences, after school programs

Parent handbooks

Curriculum overviews

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.

The formal face to face meetings conducted by our school are as follows:

Back to School Night
Mandated parent teacher conferences
Tuesday Parent Meetings
IEP meetings
Academic/Social progress meetings
Additional parent teacher conferences offered 2-3 times per year
Attendance meetings
Behavioral/Suspension meetings
Dean/Counselor meetings

Part C: Providing Language Assistance Services

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

PS/MS 4 will utilize the organization, "Leadership" to provide oral translation services during designated parent workshops. On a daily basis, staff members assigned to the main office will provide oral translation services on an as needed basis. These services will aid the registration process as well as serve to properly communicate to teachers and staff specific to any issues concerning the family. Further to this, specific members will be identified in advance to provide translation services throughout the duration of the school year to include community events as well as parent conferences. Further to this, the translation unit will provide be contacted to provide services as needed by the school.

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.

We will meet the interpretation needs by assigning school staff as well as parent volunteers will provide oral interpretation services. These persons will collaborate with the Principal, the ENL Assistant Principal as well as the LPT and School Based Support Teams in order to provide coherent as well as comprehensive informational sessions. The oral translators will also engage in parent conferences in order to provide the families with specific instructional as well as academic information regarding their child's performance. In addition, these persons will also be made available in order to address the daily concerns of our parents. It is essential to provide these services in order to maintain an effective home-school partnership.

Part D: Training Staff on Policies and Procedures

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

Our school will ensure that all staff are trained during the weekly Monday professional development sessions. During these sessions all translation services and their use will be discussed.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

As a school, we will adhere to the regulations outlined in Section VII of Chancellor's Regulations A-663 regarding parental notification requirements by identifying members of our school community to provide written as well as oral translations. As we engage in instructional conferences as well as school-wide parent meetings we will ensure that we assess the communication needs in order to disseminate clear and concise information. As we contact the parents with regard to these meetings, we will identify the translation needs and distribute letters to parents in accordance. We will also use our budgetary allocations to provide additional services when necessary.

In accordance with the mandate, our school will provide each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities, which includes their rights regarding translation, and interpretation services. In addition, our school's safety plan will contain procedures for ensuring that parents in need of language assistance services are addressed and provided the allotted time to discuss and address any and all concerns with administration.

Part F: Monitoring and Quality Control

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

Our will conduct surveys three times per year to gather data around the quality and availability of services. Utilizing this data, we will revise our mechanisms.